

The Journal of the National Education Association

December 1972

TODAY'S EDUCATION

SEASON'S GREETINGS FROM
NEA • C HOBbIM TOAOM •
MEILLEURS VOEUX • FELICES
FIESTAS • SEASON'S GREETINGS
C HOBbIM TOAOM • MEILLEURS
VOEUX • FELICES FIESTAS •
SEASON'S GREETINGS FROM NEA
C HOBbIM TOAOM • MEILLEURS
VOEUX • FELICES FIESTAS •

TO TEACHERS AND THEIR
STUDENTS EVERYWHERE •

With this phone, a class can visit a senator, a banker, a space-age physicist.



"It's better than a field trip, in many respects," says a teacher who has put the Bell System's new Portable Conference Telephone to work.

A whole classroom can talk on the phone with the help of this set. Teachers across the country are finding dozens of ways it can help make literature, civics, physics, an entire curriculum come alive.

A senator can explain the need for voter registration. A physicist can talk about gravity on the moon. Or a class can visit a sheriff in a county jail.

The set is a telephone with a loudspeaker built in, and two microphones added. Call up anyone, anywhere. The class can hear the conversation through the loudspeaker. And they can join in or ask questions, through the microphones. (Push-buttons keep the mikes under the control of the teacher.)

The Portable Conference Telephone weighs less than 20 pounds. Carry it anywhere, and plug it into a standard telephone jack. It costs between \$10 and \$15 a month.

Its possibilities are as wide as your imagination and resourcefulness.

We are continually working to improve service to education. Now we offer field trips by telephone.

AT&T and your local Bell Company.



TODAY'S EDUCATION

This Month's Cover: 'Tis the season, and the NEA offers greetings in all five of the basic languages of the UN. The cover art is the work of Gloria Kamen, free-lance designer and illustrator. See, also, President Barrett's message on page 15.

Editor: Mildred Sandison Fenner
Executive Editor: Walter A. Graves
Senior Assistant Editor: Marion B. Tucker
Staff Writer: Elizabeth Einsiedler
Editorial Associates: Betty M. Murray
Hazel L. Eldridge
Editorial Assistants: Marian S. Clayton
Nancy Needham

Publisher: John D. Sullivan
Production and Business Consultant:
Paul E. Bergman
Circulation Manager: R. K. Butler, Jr.
Advertising Manager: Robert F. O'Connor

Design by James J. Fisher

ADVERTISING OFFICES:

Washington, DC 20036—*Today's Education*,
1201 16th St., N.W.; (202) 833-4110.
New York 10017—Robert Nelson & Associates,
Suite 1644, 342 Madison Ave.; (212) 869-1234.
Chicago (Northfield), IL 60093—
Jack Broderick, Lou Didier, Tom Smith,
550 Frontage Rd., P.O. Box 327; (312) 446-9571.
San Francisco, CA 94104—Blanchard-Nichols
& Smith, 582 Market St.; (415) 986-6341.
Los Angeles, CA 90057—Blanchard-Nichols
& Smith, 1830 West 8th St.; (213) 388-6134.
Atlanta, GA 30342—Miller & Tillman,
130 West Wieuca Rd., N.E.; (404) 252-9588.
Boston (Lexington), MA 02173—Peter A. Boeing,
18 Muzzey St.; (617) 862-7479.
Philadelphia (Media), PA 19063—Daniel Adams,
P.O. Box 197; (215) 565-2222.
Newark, NJ 07102—Daniel Adams, Suite 1507,
744 Broad St.; (201) 643-2000.
Dayton, OH 45402—Peter Li, Vera Snow,
38 West Fifth St.; (513) 228-8777.



Published monthly except June, July, and August
by the National Education Association of the
United States, 1201 16th St., N.W., Washington, DC
20036. Telephone: Area Code 202, 833-4000.
TODAY'S EDUCATION® goes to all members of
the Association. Annual subscription price \$1.05
(included in membership dues and available only
as part of membership). Single copies 80¢ each.
Second-class postage paid at Washington, DC,
and at additional mailing offices. Copyright © 1972
by the National Education Association of
the United States. All rights reserved.
POSTMASTER: PLEASE SEND POD FORM 3579
(CHANGE OF ADDRESS) TO NATIONAL
EDUCATION ASSOCIATION, 1201 16th ST., N.W.,
WASHINGTON, DC 20036.

SPECIAL FEATURES

- 20 **The Schools and Sex-Role Stereotyping**
Carol Jacobs and Cynthia Eaton, Lynne B. Iglitzin,
Carol Ahlum and Jackie Fralley, Betty Levy, Betty E. Sinowitz
47 **Teacher Advocate**
Ralph J. Flynn, Girard D. Hottelmann, Donald Keck

ARTICLES

- 12 **Operation Turn On**
15 **Holiday Greetings**
Catharine Barrett
16 **Biography Is . . .**
Leon Edel
32 **About Christopher Jencks's New Book—Inequality**
James W. Becker and Dave Darland
34 **NEA Day at the UN**
37 **Laughter . . . a Saving Grace**
Gunnar Horn
39 **Tommy Has a Speech Problem**
Ronald Goldman and Kathryn B. Horton
41 **Homework that Works**
Nancy R. Hall
43 **If a Toucan Can, You Too Can**
Helen Gordon
45 **Body Language**
Charles M. Galloway, Robert Koch, James Fugate
53 **Mission Impossible**
Brooke Workman
56 **Art Is for the Birds**
Barbara E. Ames
57 **"Teaching Is What I Want To Do"**
Sydel Winer

CONTINUING FEATURES

- 58 Classroom Incident
55 For Your Information
54 Idea Exchange
60 Law and Teacher Rights
56 Let's Be Creative
64 NEA-Sponsored Programs
5 News and Trends
62 Ownership Statement
64 Reader Service
16 Searching Mind
47 Teacher Advocate
11 Teacher Opinion Poll
8 Zip Code 20036



218479



223222 *



221952



223826

Any 15 records - \$1.97

if you join the Columbia Record Club and agree to buy 11 records (at regular Club prices) in the next 2 years

JANIS JOPLIN IN CONCERT Down On Me (Columbia) Summertime + 12 MORE 11 MORE 218446-218447	THE OSMONDS "LIVE" Yo-Yo Hey Girl One Bad Apple 11 MORE 216663-216664	JESUS CHRIST SUPERSTAR A Rock Opera Recorded in England 11 MORE 211755-211756	DOUBLE SELECTIONS 2-record sets or twin-pack tapes - each counts as two selections. Write in both numbers. 222653	Johnny Mathis SONG SUNG BLUE Play Me Alone Again (Naturally) 11 MORE 222422	GEORGE JONES and TAMMY WYNETTE We Love To Sing About Jesus Let's All Go Down 11 MORE 201129	TCHAIKOVSKY 1812 OVERTURE EUGENE ORMANDY Philadelphia Orchestra MORMON TABERNACLE CHORUS VALLEY FORGE MILITARY ACADEMY BAND 11 MORE 217356 *	(Soundtrack) The Godfather 11 MORE 192583 *	ROBERTA FLACK FIRST TAKE The First Time Ever I Saw Your Face 7 MORE 221176	ELTON JOHN HONKY CHATEAU Rocket Man + 9 MORE 221176
Moody Blues DAYS OF FUTURE PASSED 11 MORE 223644	SIMON AND GARFUNKEL'S GREATEST HITS Bridge Over Troubled Water Mrs. Robinson The Sound of Silence 11 MORE 219477	DONNA FARGO The Happiest Girl in the Whole U.S.A. 11 MORE 221184 *	ALICE COOPER SCHOOL'S OUT PLUS Street Fight 6 MORE 218701	BILL WITHERS STILL BILL Lean On Me 9 MORE 218297 *	CAROLE KING TAPESTRY PLUS It's Too Late So Far Away 9 MORE 203539	Sonny & Cher ALL I EVER NEED IS YOU PLUS A Cowboy's Work Is Never Done 9 MORE 216093	TOM T. HALL GREATEST HITS Ballad of Forty Dollars Homecoming 9 MORE 223164 *	SAMMY DAVIS, JR. NOW The Candy Man 10 MORE 218289	MUSIC FROM 2001: A SPACE ODYSSEY EUGENE ORMANDY Philadelphia Orchestra LEONARD BERNSTEIN New York Philharmonic 11 MORE 167692
GEORGE JONES and TAMMY WYNETTE ME AND THE FIRST LADY THE CEREMONY 11 MORE 221390	EVERYTHING YOU ALWAYS WANTED TO HEAR ON THE MOOD Bakers • Exposed • Carmen Malaguena +but were afraid to ask for 11 MORE 207662	THE BEST OF Judy Collins COLORS OF THE DAY Amazing Grace 11 MORE 219782	JOHNNY PAYCHECK SOMEONE TO GIVE MY LOVE TO (PLUS) Love Is a Good Thing 11 MORE 218198 *	BARBRA JOAN STREISAND Where You Lead Beautiful 9 MORE 207522	BLOOD, SWEAT & TEARS GREATEST HITS • Spinning Wheel • You've Made Me So Very Happy 9 MORE 214650	ARTHUR FIEDLER and the BOSTON POPS play the music of PAUL SIMON Bridge Over Troubled Water 10 MORE 212753	(ORIGINAL CAST) Godspell GRAMMY AWARD WINNER Best Score from an original Cast Show 11 MORE 207324	DON McLEAN AMERICAN PIE PLUS Vincent 9 MORE 220061	TONY BENNETT All-Time Greatest Hits I Left My Heart in San Francisco Rags to Riches Because of You 17 MORE 12-record set 223131 *
Chuck Berry THE LONDON SESSIONS Johnny B. Goode 7 MORE 220335 *	JOHNNY MATTHIS THE FIRST TIME EVER (I SAW YOUR FACE) PLUS Love Theme from "THE GODFATHER" 9 MORE 218354	CARPENTERS FOR ALL WE KNOW Many Days and Mondays Superstar 11 MORE 203919	RAY CONNIFF Great Contemporary Instrumental Hits It's Too Late Superstar Pat Your Hand in the Hand 9 MORE 207571	Aretha Franklin's GREATEST HITS SPANISH HARLEM A NATURAL WOMAN RESPECT 11 MORE 210179	Trans-Electronic Music Productions, Inc. presents SWITCHED-ON BACH 11 MORE 171504	Hank Williams, Jr. ELEVEN ROSES 11 MORE 221036 *	BOBBY GOLDSBORO GREATEST HITS Honey The Straight Life 9 MORE 220095	CARROLL O'CONNOR Remembering You PLUS Love Is Here To Stay Sweet and Lovely 9 MORE 217844 *	JOHNNY CASH AMERICA A 200-year Salute to Story and Song The Battle of New Orleans 20 MORE 221382
The 5th Dimension INDIVIDUALLY & COLLECTIVELY (Last Night) I Didn't Get to Sleep at All 10 MORE 217422	GEORGE JONES We Can Make It Loving You Could Never Be Better 9 MORE 218180 *	RICHARD STRAUSS Also Sprach Zarathustra Leonard Bernstein conducts New York Philharmonic 11 MORE 202796	Peter Nero Summer of '42 PLUS Theme from "Love Story" 9 MORE 212159 *	RAY STEVENS GREATEST HITS Everything Is Beautiful Gitarzan Abaka 11 MORE 207456 *	BOOTS RANDOLPH HOMER LOUIS RANDOLPH, III Rose Garden For the Good Times 9 MORE 204743	Cher Gypsies, Tramps and Thieves 9 MORE 211540	bread BABY I'M-A WANT YOU PLUS Mother Freedom + Diary 9 MORE 215251	RAY CONNIFF and The Singers FIN LINE TO TEACH THE WORLD TO SING PLUS Old Fashioned Love Song + Cherish 9 MORE 214353	PROCOL HARUM LIVE In Concert with The Edmonton Symphony Orchestra 20 MORE 218669 *
FERRANTE & TEICHER PLAY THE HIT THEMES The Godfather Summer of '42 Shift + 9 MORE 220038 *	JIM NABORS THE WAY OF LOVE PLUS IT'S IMPOSSIBLE Love Theme from "The Godfather" 4 MORE 218610	ROGER WILLIAMS Love Theme from "THE GODFATHER" PLUS Brian's Song + 9 MORE 216820	LORETTA LYNN ONES ON THE WAY He's All I Got 9 MORE 216804 *	MANTOVANI TO LOVERS EVERYWHERE September Song I Will Wait For You 9 MORE 210112	VIKKI CARR SUPERSTAR • How Can You Mend a Broken Heart • The Night They Drove Old Dixie Down 9 MORE 211284 *	BURT BACHARACH One Less Bell to Answer Close to You 9 MORE 203885	LORETTA LYNN & CONWAY TWITTY LEAD ME ON PLUS Never Ending Song of Love 9 MORE 214924 *	Herb Alpert & The Tijuana Brass GREATEST HITS A Taste of Honey 11 MORE 185843	Gershwin's GREATEST HITS 187112
CAROLE KING MUSIC PLUS It's Going to Take Some Time Carry Your Load 9 MORE 212852	STEPPENWOLF GOLD THEIR GREAT HITS Born to Be Wild Mama, I'm a Horse 9 MORE 217722	TONY BENNETT SINGS HIS ALL-TIME HALL OF FAME HITS I Left My Heart in San Francisco Because of You 11 MORE 199836 *	Beethoven's GREATEST HITS 173674	ENGELBERT HUMPERDINCK LIVE AT THE RIVIERA, LAS VEGAS My Prayer A Man Without Love 10 MORE 213728	THREE DOG NIGHT HARMONY Family of Man Old Fashioned Love Song 9 MORE 210229	TAMMY WYNETTE BEDTIME STORY PLUS I'm Gonna Keep On Loving Him 9 MORE 215434	RAY CONNIFF and THE SINGERS Love Theme from "THE GODFATHER" PLUS A Horse With No Name 9 MORE 219022	RAY PRICE FOR THE GOOD TIMES 193748 *	SIMON & GARFUNKEL Bridge Over Troubled Water PLUS El Condor Pasa 9 MORE 186809
SLY & THE FAMILY STONE GREATEST HITS 196246	NEIL DIAMOND GOLD Sweet Caroline Nitty Gritty 9 MORE 211565	BARBRA STREISAND'S GREATEST HITS 187088	SONNY & CHER LIVE The Beat Goes On I Got You Babe + 9 MORE 211672	DAVID HOUSTON'S HITS, Vol. 2 Nashville 10 MORE 206706 *	JOHNNY MATTHIS All-Time Greatest Hits Chances Are Wonderful It's Not For Me to Say 17 MORE - DOUBLE SELECTIONS 216655	APOLLO 100 featuring Tom Parker JOV PLUS Air for the G-String Reach for the Sky 9 MORE (MEGA) 216572 *	LYNN ANDERSON CRY PLUS Never Ending Song of Love We've Got to Get It On Again 9 MORE 216945	THREE DOG NIGHT GOLDEN BISQUITS Eli's Coming Mama Sold Me Easy To Be Hard 9 MORE 201780	Andy Williams LOVE THEM FROM "THE GODFATHER" PLUS Without You 9 MORE 216952
RAY CONNIFF'S GREATEST HITS Somewhere, My Love 10 MORE 176891	Andre Kostelanetz PLAYS Chicago Questions 67 and 68 Beginnings Make Me Smile 9 MORE 209791 *	ANDY WILLIAMS GREATEST HITS Moon River Happy Feet Born Free Dear Heart 7 MORE 187666	BOBBY VINTON EVERY DAY OF MY LIFE PLUS You Can Do It to Me Anytime 9 MORE 217224 *	ARTHUR FIEDLER and the BOSTON POPS THE BURT BACHARACH-HAL DAVID SONGBOOK Affair + 10 MORE 212761	The Best of ROGER MILLER Little Green Apples Me and Bobby McGee Husbands and Wives 9 MORE 215061 *	SERGIO MENDES & BRASIL '66 GREATEST HITS Fool on the Hill + 11 MORE 191817	THE PARTRIDGE FAMILY SHOPPING BAG It's One of Those Nights + 10 MORE 216416	THE MORMON TABERNACLE CHOIR'S GREATEST HITS VOL. 1 187161	CARPENTERS CLOSE TO YOU PLUS We've Only Just Begun 10 MORE 196444

* Selections marked with a star are not available in reel tapes



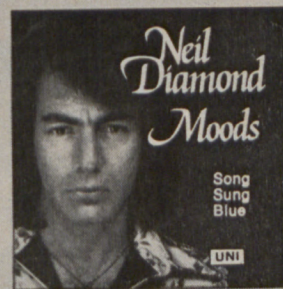
222646



221424



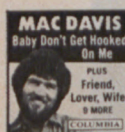
220723



220962

or Any 11 tapes - \$1⁹⁷

if you join the Columbia Tape Club and agree to buy 8 tapes (at regular Club prices) in the next 2 years



222406 *



222000



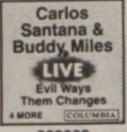
222919



221689



222372 *



220988



223412 *



222125



219485



220418 *



220400



222190 *



220368



223123 *



222356



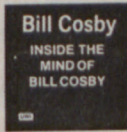
222380 *



213538



219634



222679 *



221457 *



222018



222117 *



192724



221432



222208 *



209544 *



221630



191158



216341



220731 *



214403



216812 *



Simp. Haute, Indiana 47808

TAKE YOUR PICK



8-TRACK CARTRIDGES

OR



TAPE CASSETTES

OR



7" REEL-TO-REEL TAPES

COLUMBIA HOUSE, Terre Haute, Indiana 47808

I am enclosing check or money order for \$1.97, as payment for the 15 records indicated below. Please accept my membership application for the **Columbia Record Club**. I agree to buy eleven records (at regular Club prices) in the coming two years — and may cancel membership at any time after doing so.

RECORDS

MY MAIN MUSICAL INTEREST IS (check one box only)

(C4-Z)40M

☐ Easy Listening ☐ Teen Hits ☐ Classical
☐ Broadway & Hollywood ☐ Country ☐ Jazz

I am enclosing my check or money order for \$1.97, as payment for the 11 tapes indicated below. Please accept my membership application for the **Columbia Tape Club**. I agree to buy eight tapes (at regular Club prices) in the next two years — and may cancel membership any time after doing so.

SEND ME THE FOLLOWING TYPES OF TAPES (check one box only)

☐ Cartridges (K5-W) ☐ Cassettes (K6-X) ☐ Reel Tapes (K7-Y) 40M

OR TAPES

MY MAIN MUSICAL INTEREST IS (check one box only)

☐ Easy Listening ☐ Teen Hits ☐ Country ☐ Classical

Whichever Club I've joined, all selections will be described in advance in the Club magazine, sent every four weeks. If I do not wish any selection, I'll mail the card provided by the date specified, or use the card to order any selection I do want. If I want only the regular selection for my musical interest, I need do nothing — it will be shipped automatically. Occasionally, I'll be offered special selections which I may accept or reject by using the dated form provided.

☐ Mr.
☐ Mrs.
☐ Miss.....
 (Please Print) First Name Initial Last Name

Address.....

City..... State & Zip.....

Do You Have A Telephone? (check one) ☐ YES..... ☐ NO

APO, FPO addressees: write for special offer

D61/573

Just look at this great selection of recorded entertainment — available on tapes or records! So whatever stereo playback equipment you have — you can take advantage of this offer!

If you prefer your music on Stereo Records join the Columbia Record Club and get ANY 15 for \$1.97. Just indicate your 15 records on the application and mail it, together with your check or money order. In exchange, you agree to buy eleven records (at regular Club prices) in the coming two years... and you may cancel membership any time after doing so.

OR — if you prefer your music on Stereo Tapes join the Columbia Tape Club and get ANY 11 for \$1.97. Indicate your 11 selections on the application and mail it, together with check or money order. In exchange you agree to buy eight selections (at regular Club prices) in the next 2 years... and you may cancel any time after doing so.

Your own charge account will be opened upon enrollment... and the selections you order as a member will be mailed and billed at the regular Club prices: records, \$4.98 or \$5.98; cartridges and cassettes, \$6.98; reel tapes, \$7.98, plus processing and postage. (Occasional special selections may be somewhat higher.)

You may accept or reject selections as follows: whichever Club you join, every four weeks you will receive a new copy of your Club's music magazine, which describes the regular selection for each musical interest... plus hundreds of alternate selections from every field of music.

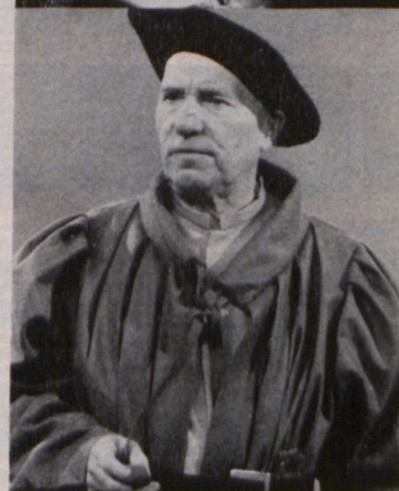
... if you do not want any selection offered, just mail the response card always provided by the date specified

... if you want only the regular selection for your musical interest, you need do nothing — it will be shipped automatically

... if you want any of the other selections offered, order them on the response card and mail it by the date specified

... and from time to time we will offer some special selections, which you may reject by returning the dated response form provided... or accept by doing nothing.

You'll be eligible for your Club's bonus plan upon completing your enrollment agreement — a plan which enables you to save at least 33% on all your future purchases. Act now — fill in and mail the handy application today!



**Sir John Gielgud,
Sir Ralph Richardson
and Miss Lynn Redgrave
would like
to introduce a friend
"William"**

William—the fourth in an outstanding series of monthly ABC After School Specials—will be presented Wednesday afternoon, January 3, on the ABC Television Network.

The aim of this delightful, lighthearted introduction to Shakespeare is to familiarize young audiences with the poet's work, life and times in a contemporary, appealing way.

Using modern parallels, it stresses the vitality and excitement of Shakespeare's language and how it continues to be part of our everyday speech.

It also vividly describes the appearance and life-style of Elizabethan London...and the structure of

the Globe Theatre and other theaters of the period.

Sir John Gielgud, Sir Ralph Richardson and other members of the cast give brilliant readings from Hamlet, Julius

Caesar and Henry V. And a number of Shakespeare's songs are presented in modern rock settings.

But William is not only superior entertainment. It is rich in material that can provide the basis for both in-class and home-study projects.

The ABC After School Specials are sponsored by M&M/Mars and Oscar Mayer & Company. Consult your local listings for time and channel.

William
An ABC After School Special
Wednesday, January 3
ABC Television Network 

News and Trends

Top U.S. Education Posts Go to Marland and Glennan

The U.S. Senate recently confirmed Education Commissioner Sidney P. Marland, Jr., as HEW Assistant Secretary for Education and Thomas K. Glennan, Jr., as director of the newly created National Institute of Education (NIE).

The Assistant Secretary will head the new Division of Education containing both the Office of Education and the research-oriented NIE, which have equal footing under the Education Amendments of 1972—backed by NEA and signed into law in June.

High Court Upholds Ban on State Aid to Private-School Parents

In October, the U.S. Supreme Court in a summary action affirmed the decision of a federal district court which had found unconstitutional Ohio's plan for making direct grants to parents of children enrolled in private and parochial schools. The district court held that Ohio's tuition reimbursement statute violated the First Amendment's Establishment Clause because it would "transfer public funds to religiously oriented private schools." Similar plans in New York and Pennsylvania have been held unconstitutional by lower federal courts.

Panel Calls for Overhaul of Secondary Education in New York State

New York State should undertake a major revision of the last six years (grades 7-12) of public schooling, urges a recent report of the Fleischmann Commission, an independent panel established to advise state officials on elementary and secondary education.

As a first step, the Commission proposes abolition of the so-called general track in which "too many students . . . virtually waste their high school years." Asserting that ninth and tenth graders are not sufficiently mature or well-informed to choose wisely among "tracks," the panel would eliminate tracking in grades 7-10. Instruction in those grades, it says, should emphasize a core curriculum of reading, English composition, and mathematics, supplemented by electives; while in grades 11 and 12, all students should have at least three options: continued high school, early college, or vocational programs.

Unrest Report Scores Poor Conditions for Teaching

A recent report by a special committee to the Maryland Board of Education outlines a multitude of conditions that contribute to student anxiety and related unrest. Three of those cited may strike a responsive chord with classroom teachers.

One is the unfair expectation that teachers—particularly at the elementary level—can "maintain professional levels of behavior for six or seven consecutive hours without relief and without time for intellectual and emotional reorganization." Another is scheduling that "maximizes pressure on students and faculty," with "hurried and crowded lunch periods" and no provision of "times or places for students or teachers to unwind or relax." The third is the large size of schools and classes, specifically student-teacher class ratios greater than 12 or 14 to 1, which guarantee, the report says, that the minority of children who are prone to "act out" (usually 10 to 15 percent of any class) will be numerous enough to form a subgroup that is too "tough" to be contained by the cooperating majority.

HEW Plan Will Teach Teens How To Be Good Parents

A major program aimed at teaching teen-age boys and girls how to become good parents has been launched jointly by HEW's Office of Education and Office of Child Development. The program was established, according to HEW spokesmen, in response to such statistics as those showing that 1 of every 10 17-year-old girls is a mother.

Officials say the Education for Parenthood program will reach some 500,000 adolescents in its first phase during 1973 and lead to the

establishment of parenthood education programs in 500 local school districts by September 1973, with large-scale dissemination of program materials to follow in the 1973-74 school year.

High School for Health Careers Opens in Houston

A high school for students interested in medical and allied health careers began classes this fall at Baylor College of Medicine in Houston. The High School for Health Professions, operated jointly by Baylor and the Houston school district, is offering the initial class of 45 sophomores health occupational training and career counseling to provide them with the skills necessary for entering a health career directly or for continuing their studies at the college level.

The first-year curriculum includes mathematics, biology, English language arts, and medical Spanish. The students also participate in laboratory sessions in patient care and clinical technology, and will ultimately receive on-the-job training in clinical and research areas at Baylor.

Graduates Will Find a Tight Job Market Throughout the Seventies

The job market for college graduates is expected to be tighter in the 1970's than in recent decades, according to recent projections of the Labor Department's Bureau of Labor Statistics. Because of a sharp increase projected for degree-credit enrollment during the decade (47.7 percent), the Bureau expects that in the seventies 9.8 million persons with university degrees will enter a labor market which will have only 9.6 million jobs to offer them. (Educational upgrading of various occupations, many of which do not now require a college degree, will supply about 2.6 million of the estimated 9.6 million openings.) As a result, says a Bureau spokesman, graduates will find it increasingly necessary to take the initiative in finding jobs, rather than wait for recruiters to come offer them.

College Student Voting May Cause State Schools To Lose Nonresident Fees

State colleges and universities estimate they may lose between \$250 and \$300 million in annual income from nonresident tuition charges if out-of-state students register to vote in the states where they attend school and use their voter status to seek reclassification as resident students. This was the finding of a survey of nearly 400 public four-year colleges and universities. According to the study (conducted by two national associations of state colleges), the outcome of reclassification requests will be determined by the courts, but in the meantime, state colleges and universities should begin searching for realistic alternatives to nonresident tuition, other than increasing the fees of all students.

Federal Aid to Black Colleges Increases

Federal aid to the nation's predominantly black colleges and universities has increased 58 percent over the past three years, HEW Assistant Secretary for Education Sidney P. Marland, Jr., announced recently. The total amount of aid went from \$108 million in fiscal year 1969 to \$171 million in fiscal year 1971. During the 1971-72 academic year, predominantly black institutions enrolled 2.4 percent of all college students and received 4.4 percent of all federal aid to education.

1973-74 Carr Scholarship Competition Is Announced

The 1973-74 William G. Carr Scholarship will be awarded for graduate study in international or comparative education or for the study by a teacher of teacher organizations in other countries. Applications for the \$1,500 award may be submitted until February 1, 1973. More detailed information and application forms are available from Robert W. Miner, Executive Office, NEA Center.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*. Members in some unified states receive *Reporter* news through joint NEA-state association newspapers.

NEA TRAVEL'S 1973 FLAMENCO FANTASTIC

REPRESENTS \$\$\$SAVINGS, QUALITY

3 16-DAY TOURS

\$299

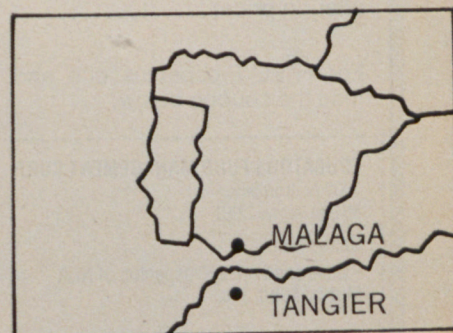
+ Tax and Service

Choice of Three Plans, 7-8 Days in each City, as Pictured on Maps Below

PLAN A

PLAN B

PLAN C



- ★ ACCOMMODATIONS IN FIRST-CLASS OR DELUXE HOTELS AND PRIVATE VILLAS
- ★ AMERICAN BREAKFASTS THROUGHOUT
- ★ UNSTRUCTURED HOLIDAYS—ONE WEEK IN EACH LOCATION ON PLAN A, B, OR C. OPTIONAL TOURS AVAILABLE. SEE REP AT YOUR HOSPITALITY DESK. FAMILIES WELCOME.

PLAN A

\$299 + \$30 tax & serv. = \$329 from
New York on Jul 2
Baltimore on Jul 29
Boston on Jul 29
New York on Aug 6

\$299 + \$30 tax and ser. + \$69
air supp't = \$398 from
Chicago on Aug 12
Columbus on Jul 16

\$299 + \$30 tax and ser. +
\$99 air supp't = \$428 from
San Francisco on Jul 30
Los Angeles on Jul 15
Des Moines on Jul 15

PLAN B

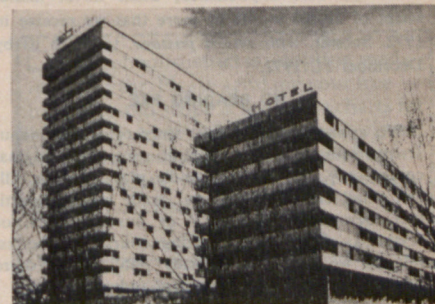
\$299 + \$30 tax & ser. = \$329 from
Washington on Jun 25
New York on Jul 22

\$299 + \$30 tax & ser. + \$69
air supp't = \$398 from
Indianapolis on Jun 24
Pittsburgh on Jun 24
Louisville on Aug 5
Chicago on Jul 9
Minneapolis on Jul 23
St. Paul on Jul 23
Miami on Jun 17
Atlanta on Jun 17
Detroit on Aug. 5

\$299 + \$30 tax & ser. + \$99
air supp't = \$428 from
San Francisco on Jul 8
Portland on Jul 8
Seattle on Jun 18
Dallas on Jun 18

PLAN C

\$299 + \$30 tax and ser. + \$69
air supp't = \$398 from
Chicago on Jul 1
New York on Jul 1



A deposit of \$200 per person will hold your reservation. Make checks payable to Educational Travel Division and return coupon application and check to 1201 16th St., N.W., Washington, D.C. 20036.

Please reserve _____ spaces on Plan _____ departing _____ (city) on _____ (date). Enclosed is deposit of

_____ ; full payment of _____

Member's name _____ Complete home address: _____ (street)

_____ (city) _____ (state) _____ (zip) Home telephone: _____

(Use separate sheet to list names, addresses, & relationship of family/other participants.)

Signed: _____ Date: _____

NOTE: NEA membership of at least six months duration as of time of tour departure is required to participate at published price, except that friends and relatives of members may participate by paying higher fares. The spouse, dependent children, and parents of NEA members, if residing in the member's household, may participate at published price.

NEA MUTUAL FUND, Inc.



A common stock fund with the objective of long-term growth of capital.....

Shares are offered in amounts of \$25.00 or more.....

Sales charge is only 2% of the offering price.....

For FREE Prospectus clip and mail the coupon below:

EDUCATORS FUND MANAGEMENT CORP.

7900 Westpark Drive
McLean, Virginia 22101

Gentlemen:

Please send me a Prospectus of NEA Mutual Fund, Inc.

NAME _____

STREET _____

CITY _____

STATE _____ ZIP _____

AUTHORS . . .

Enter Your Novel in Our Third Annual \$1,000 CONTEST

We want additional talented writers, so we're offering \$1,000—in addition to any other earnings—for the best unpublished, adult novel manuscript of 50,000 words or more that we receive in 1972. Submit, with return postage, to reach us by December 31, 1972.

NO READING FEE

We appraise adult book, story or article manuscripts without charge. Submit completed original copies only. We do not handle plays, poetry, fillers, small children's material, trade magazine articles, newspaper items, TV or movie scripts, or textbooks. We sell no writing courses or books, nor do we submit to subsidy publishers. You're invited to send us a manuscript today.

OUR WORKING POLICY

We (1) accept manuscripts we consider salable, for commission marketing under our exclusive contract (10% on U.S. rights, 15% on Canadian and 20% on other foreign rights); or (2) propose further work when we consider it necessary, at fees you may accept or reject; or (3) return unsuitable material. Fees charged only for editorial services after prior approval of author. Our free appraisal does not include criticism or analysis, for which we may propose a charge. Established 1957. See our cover ad in *Writer's Digest*.

Broome Agency, Inc.

Authors' Representatives

Department TE

Columbus, Montana 59019

Zip Code 20036

The ideas and opinions expressed in this monthly feature are those of the writers and not necessarily of the NEA. Zip Code 20036 is primarily a forum for NEA members. Therefore, if you are currently a member, please paste the mailing label from one of your recent copies of *Today's Education* at the top of your Zip Code letter. Please also indicate your school, position, and home address.

The United Teaching Profession

Last June I completed my fiftieth year of teaching in the elementary school. Back in 1922, I was paid \$80 for my first seven-month term. In 1934, my lavish salary amounted to \$50 a month for a seven-month term. Nevertheless, I always managed to have enough money to join my professional associations. I feel that now, with today's higher incomes (due in part to the work of professional associations), every teacher should be proud to join them without an argument over the dues.

—Agnes Beck, Larimore, North Dakota.

Two Views

I was quite interested in the article concerning teachers' rights on pages 37-38 of the September issue. However, I do not think it covered everything. In these days of conflict and confrontation between militant associations and school boards, some of us are having our rights trampled by our fellow teachers. I am at present receiving the silent treatment from some of my colleagues because I exercised my right of free speech in opposing a recent strike vote in our local organization.

Another incident occurred during the meeting at which the strike was voted that demonstrates a lack of respect for others' rights. After the results of the secret ballot were announced, one of the leaders asked all the people to stand up who voted against going on strike and who would cross a picket line. About 15 of us stood up. I then told the leader exactly what I thought about the way the association was being run.

Is the NEA going to stand silent when even the secret ballot is violated? Is the right to dissent dead when it is applied to education associations? Are the ones who meekly follow the militants the only ones who now have rights? Is the entire movement now being run by people who believe the ends justify the means? Very soon we will need someone to protect us from our protectors.

—Waring B. Hill, mathematics teacher, Watertown (Wisconsin) Senior High School.

The problems of democracy and democratic organizations are difficult for human beings, since for the ultimate

democracy each member must be willing to share the responsibilities of majority decision. The refusal of the losing minority to abide by a majority decision undermines an organization because then no majority group can feel secure.

The strike vote is an interesting phenomenon in teacher organizations. Especially interesting is the viewpoint of a minority strikebreaker. Turned around, when a strike vote fails, everyone goes to work. If the majority decision can work one way, why can't it work in reverse? For some reason, those who oppose strikes or a particular strike seem blind to the other possibility.

If the majority decision or rule is absolutely untenable to a member of the minority, he owes it to himself to break the rule but he must be willing to take the consequences. When striking teachers see strikebreakers making money at the strikers' expense, possibly delaying a settlement because of lack of solidarity, and refusing to abide by a group decision, they usually resort to some sort of ostracism. After all, striking teachers often risk going to jail for their beliefs.

Dissent is important to democracy, and the system of democracy is the forum for dissent. The elected leaders of an organization lead because the majority wants them to. If the leadership is wrong, it is up to the dissenters to change the leadership and philosophy of the organization. The system works, and one must work within the system to change it. NEA and its affiliates are changing because people are working to change them. Association members who believe and work in a democratic organization protect each other when they protect the basic philosophy of democratic majority rule.

—Raymond A. Gran, English teacher, Merrillville (Indiana) High School.

◆ Readers' views on this matter are solicited.

Crybabies

In the October "Classroom Incident," a teacher tells about her crybabies.

I had my best success with crybabies by having the class cry with them. This steals their thunder. I would say, "Let's all have a good cry." So we would pretend to cry. After a few minutes, I'd say, "Now let's be happy." Before long we could start the day with something pleasant and happy.

Attention getting is the basis of many problems. Johnny didn't kick Mary to be mean; he wanted attention. I would say, "Johnny is pulling your hair because he likes you." That usually ended the hair pulling or kicking or whatever.

—Muriel E. Ringstad, retired teacher and school librarian, Kelso, Washington.



Why do little kids pretend they can read?

Maybe to copy their parents or their brothers and sisters. Or maybe it's because of some innate curiosity we all have. Whatever it is, adults usually remark how "cute" the child is and then think little more about it.

But it's a lot more than just being cute. And children know it. Think back yourself to those early years before you could read. Remember your fierce and intense desire to learn this strange and mysterious thing? And that day when suddenly and almost miraculously you knew how to read?

What turns some kids off?

When kids are this determined to read, it takes strong failures and humiliations to turn them off. For example, telling a child his own spoken language is wrong, or patronizing him with naive, boring stories, or giving slower students insufficient word-attack skills for beginning reading successes. Speech not only conveys information, it also tells people who we are. An attack on a child's spoken language is an attack on the child himself.

Oral language based

The Young America Basic Reading Program uses and builds on the com-

plex oral language skills already mastered by the pre-schooler. As a result, the child regards reading as the normal outgrowth of his earlier language experience.

Strong literary strand

Today's teachers and youngsters want interesting and exciting stories. So we've assembled well-told and relevant stories built on realistic language patterns and emphasizing an unusually large variety of literary forms.

Developing critical thinkers

We believe it fundamental that what is being read is as important as the mechanical process of reading. And the best way to develop critical thinking habits is with a comprehensive questioning strand that carefully interweaves inferential and factual recall questions. That's the beauty of our double-track interlocking questioning strand and our critical thinking exercises.

The teaching materials

Our teachers' materials provide specific procedures for each selection, as recommended by experienced reading teachers, and effective evaluation procedures. The materials are very com-

prehensive. For example, unlike many programs that instruct teachers to "ask an inferential question," *The Young America Basic Reading Program* sets forth verbatim the questions to be asked and clearly explains the objectives. That's why we call our teachers' materials the blueprint for our program.

- ☐ Our school/district is adopting reading this year. Please send me your free brochure and scope & sequence charts for *The Young America Basic Reading Program*.
- ☐ We are not adopting this year, but please send me your brochure and scope & sequence charts.

NAME _____

POSITION _____

SCHOOL _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

Lee Wiley
Lyons & Carnahan
407 East 25th Street
Chicago, Illinois 60616

 **Lyons & Carnahan**

EDUCATIONAL DIVISION, MEREDITH CORPORATION
407 EAST 25TH STREET, CHICAGO, ILLINOIS 60616

He's been waiting
500,000,000 years
to meet you.



Introducing the Nautilus...an amazing mixture of ancient myth and scientific marvel...the living relic of an undersea world where yesterday happened 500 thousand millenniums ago!

Meet the Nautilus...Monday, January 8th, as ABC Television invites you and your students to join Captain Jacques Cousteau and his crew in their exciting new undersea adventure, "500 Million Years Beneath The Sea."

It's a fantastic and revealing dive into the depths of time as Captain Cousteau's men explore the hidden world of this living fossil and his friends. Your students will discover how the Nautilus has managed to survive through the ages virtually unnoticed...and how he goes about the business of surviving today.



They'll study the way the Nautilus moves, breathes, hunts, eats, sleeps and mates. And they'll get to know many of the creatures who share his world—the mysterious tunnel dwellers, gobies, bulldozer shrimp, sting ray, sea mice, octopus and deadly sea snake.

Cousteau cameramen will also focus on the Nautilus's future and zero in on his most threatening enemy—industrial waste and water pollution.

"500 Million Years Beneath The Sea" will provide you and your students—secondary or elementary—with valuable source material for lively classroom discussions, and unique opportunities for related in-class and homestudy activities.

"500 Million Years Beneath The Sea"
The Undersea World of Jacques Cousteau
Monday Night, January 8th
ABC Television Network

Produced by the Metromedia Producers Corporation, presented by the
Du Pont Company and The Hartford Insurance Group.
Consult your local listings for time and channel.

TEACHER OPINION POLL

Open Admission

☐ Should public colleges be obliged to admit any high school graduate who applies regardless of his grades or other academic qualifications?

Public school teachers do not think so. In the spring of 1972, NEA Research asked a nationwide sample of classroom teachers in public elementary and secondary schools this question:

Do you favor or oppose the admission to public colleges or universities of all high school graduates who wish to attend, without regard to academic or test score requirements?

The largest proportion of respondents, nearly one-third, indicated they were *strongly* opposed. A total of 6 teachers in 10 either *tended* to oppose or *strongly* opposed open admission.

Strongly favor	12.9%
Tend to favor	23.8
Tend to oppose	27.7
Strongly oppose	32.5
No opinion	3.1

Teachers in school systems enrolling 3,000 or more pupils are those most likely to oppose open admission. Sixty-two percent of the teachers both in large systems (25,000 or more enrollment) and in medium-sized systems (3,000-24,999 enrollment) either *tend* to oppose or *strongly* oppose open admission, compared to 48 percent of the teachers in small school systems (less than 3,000 enrollment).

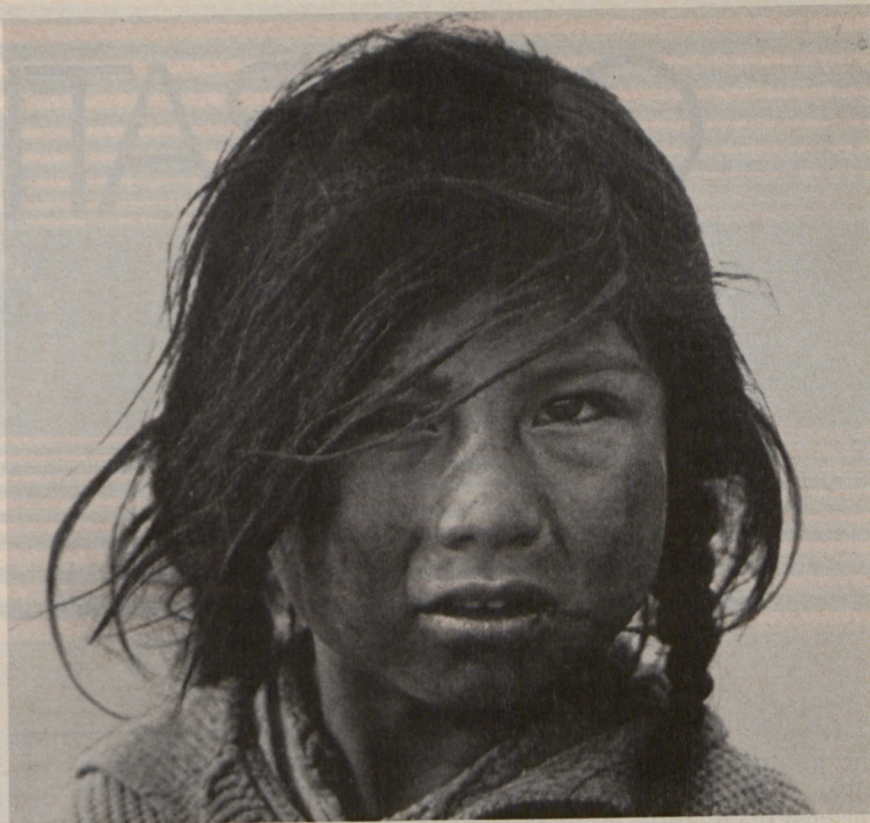
Opposition to open admission is heavily concentrated in the Northeast. Three-fourths of Northeastern teachers either *tend* to oppose or *strongly* oppose open admission to public colleges, with more than 4 in 10 *strongly* opposing a policy of open admission.

	North-east	South-east	Middle	West
Strongly favor	8.3%	14.4%	14.4%	13.7%
Tend to favor	16.5	27.2	28.1	26.6
Tend to oppose	29.3	26.8	28.1	26.8
Strongly oppose	44.2	31.4	27.9	28.8
No opinion	1.7	5.2	1.5	4.1

—NEA Research.



"Okay, okay—I'll be President."



AN ORDINARY DOG IN AMERICA EATS BETTER THAN SHE DOES.

Cristina eats whatever she can find in the garbage. And that is far less than some prowling dog would find in your garbage can.

For just \$12 a month, you can save such a child.

Through our Children, Inc. "Adoption" program you can help provide a child with a better diet, new clothes and medical attention. Even an education.

But there's not a moment to lose. Every 60 seconds, five or six more children will die from starvation.

Write direct to Mrs. Jeanne Clarke Wood, Children, Incorporated, Box 5381, Dept. TE-12, Richmond, Va. 23220.

I wish to "adopt" a boy ☐ girl ☐ in _____

Name of Country

I will pay \$12 a month (\$144 a year). Enclosed is my gift for ☐ a full year ☐ the first month. Please send me the child's name, story, address and picture.

I understand that I can correspond with my child, and continue the "adoption" longer than one year if I wish. Also, I may discontinue the "adoption" at any time.

☐ I cannot "adopt" a child, but want to help \$ _____

☐ Or, I will pledge \$ _____ per month.

☐ Please send me further information.

☐ If for a group, please specify _____

Church, Class, Club, School, Business, etc.

Name _____

Address _____

City _____ State _____ Zip _____

You can "adopt" a child from any of the following countries: Bolivia, Chile, Colombia, Guatemala, Honduras, Hong Kong, India, Iran, Japan, Korea, Lebanon, Mexico, Nigeria, Paraguay, Peru, Syria, Thailand, U.S.A. —Appalachian children or American Indians. (Or a child of greatest need.) All gifts are fully tax deductible.

CHILDREN, INCORPORATED



OPERATION

TURN ON

□ It was a hot day and everyone in the group was exhausted. They had biked and hiked nearly 50 miles through the foothills of the Berkshires in western Connecticut. Now, as they approached the last lap of the journey, the boys and their teacher saw a steep cliff of a hill ahead. Everyone looked up to survey the new effort required of them.

Suddenly, Joe let out a monstrous groan and roundly cursed the hill, his tired legs, his teacher, and the whole trip. He announced that he couldn't go any farther—that, in fact, he was going to die right there.

The boy's teacher suggested that he die on the side of the road—"out of courtesy to the Department of Public Works." Joe responded by threatening to throw his bike into a nearby stream. The group ignored this threat and pressed wearily on, leaving him behind.

This story has a happy ending, Robert Gillette, the hiking-biking teacher, reports. "As I struggled up the hill," Mr. Gillette recalls, "I thought about my student and friend who had given up. My heart pounded, not only from the exertion of the climb but also from the risk I'd taken in pushing on without him.

"Then, about half an hour later, I heard a shrill whistle—the kind that only a teen-age boy can muster. I turned to see Joe pushing up the hill and slowly gaining on us." The conversation, Bob Gillette remembers, went like this.

"Hey! Wait up!" Joe panted, his face all smiles.

"What happened?" the teacher asked. "I thought you died back there. Did a truck pick you up?" Joe's response, Mr. Gillette insists, will always remain clear in his mind.

"I looked up that hill," the boy said, "and I saw a big weeping willow tree about a quarter of the way up. I told myself I'd go that far and then decide if I could go on. When I made it to the tree, I saw a big

Second in a "Turning Kids On" Series

red barn further up and decided to make it that far. Well, now I'm almost to the top!"

Joe paused and then added, "You know, when you look at a long hill or something like that you want to give

up. But if you break it up into small goals, you can make it!"

Mr. Gillette comments: "I doubt that any experience within the walls of the traditional classroom could have led Joe to this new perception of himself and of reality. Only the real world of real experience can teach such important lessons about growing up." He adds, "And just think—it was through a school experience that Joe was able to encounter himself."

A school experience? Yes, the bicycle trip through the Berkshires is one of many outdoor experiences Bob Gillette has initiated over the past four years. An English teacher at the Andrew Warde High School in Fairfield, Connecticut, Bob Gillette calls his program Operation Turn On. Warmth and genuine concern for the growth and welfare of his students comes through when he recounts the genesis of this program.

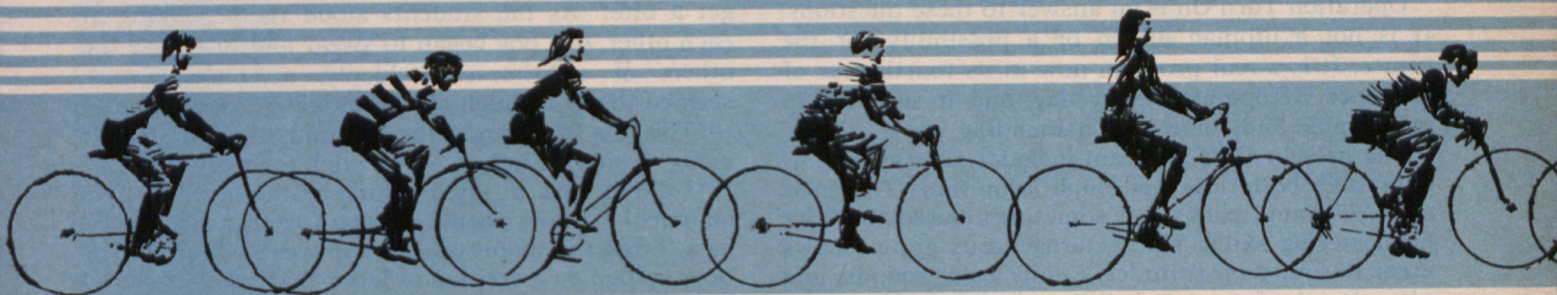
Four years ago, Gillette was asked to work with a group of eleventh grade boys who were turned off on school. They lacked self-esteem and were frequently in trouble; some were about ready to drop out. Given freedom to experiment, the teacher decided to do just that. He began by asking himself some important questions—and answering them.

How do kids learn best? Obviously, they learn best when they are involved in reality.

How can a teacher help kids grow up? He can help by giving them responsibility and the chance to make mistakes.

What do kids like to do? They like to engage in physical activity and to test their capabilities.

When Gillette asked these eleventh graders what



they would *like* to do, they indicated that they would "like to get out of here"—the "here" being school. It was then that he decided to go "tripping" with his class, Huck Finn style—to undertake a series of adventures which would combine the curriculum with challenging real-life experiences.

After having all the boys take a physical exam, his first move was to set up a fitness program to get the group in shape for the trips "out there." Among other things, he had the boys run around the track field each day—in full sight of the other students at work in their classrooms. This strenuous workout developed a feeling of group identity, attracted considerable attention, and began the process of building up the boys' self-esteem as well as their physical fitness. In addition, a basis was laid for the feeling of camaraderie that developed on the hiking and biking trips which followed.

In preparing for the trips, the boys began to take pride in their studies as they researched various aspects of diet to help them plan food for an expedition or looked up historical, literary, and geological information about the area they planned to visit. "Putting it all together this way gave them a good idea of the interrelatedness of knowledge," Bob Gillette says.

In time, members of this class became virtual celebrities at school, and when they returned from their expedition, they began to produce in all their classes. Potential dropouts did not drop out; truancy all but disappeared. Obviously, the students saw themselves—and the world—in a new light.

Bob Gillette and his OTO program attracted a good deal of attention in Fairfield. Today, however, he is known internationally. Letters from teachers, students, and administrators have poured into the Gillette home from all over the world.

Last May, Bob received a \$100,000 grant from the New England Program of Teacher Education

(NEPTE), centered in Durham, New Hampshire. He will receive an additional \$200,000 over the next two years if Operation Turn On retains support. The money is practically a no-strings-attached grant. Gillette is quite free to use the funds as he sees fit to implement a variety of educational programs for students, although he works closely and effectively with Lewis Knight, the NEPTE project officer. He cites NEPTE as an agency with courage and a flair for futuristic thinking in education. (There are two stipulations—that the program funds not be used to buy major physical equipment for the school and that his salary be \$1,000 more than that of his superintendent!)

The idea of the grant was the brainchild of Dwight Allen, dean of the University of Massachusetts School of Education and a member of the NEPTE board, who proposed it by saying: "Let's see if this experiment captures the imagination." (Captures the imagination? "You can blow your mind just thinking about it!" one of Gillette's students commented. And a stunned administrator remarked, "One hundred thousand dollars—to a teacher?")

Robert Gillette believes the award has reinforced the importance of the classroom teacher. "The teacher is the most important member of the learning situation—next to the student," he notes. "If the teacher is so close to the learning happening, it seems only reasonable that he should assume a decision-making role in the expenditure of monies which are translated into programs and experiences for kids."

In his original proposal to NEPTE of what he would do if he had the money and freedom to teach as he wished, Gillette asked two questions: How can we develop an educational program which shakes the student loose from his "zombic" state and which sensitizes him to himself and the society around him? How can we integrate a program of studies so that the student can experience himself and the group in real ways, thereby encountering the real world, which is

largely viewed by students as existing outside the classroom?

Operation Turn On is an answer to these questions. It is not a utopian dream or a possibility for the future. It is a real program now in its fourth year of existence. It operates every day, and it succeeds in measurable and sometimes astounding ways.

The present OTO program includes girls as well as boys and both low and high achievers. The girls carry 35-pound packs and sometimes outdo the boys in mastering skills. This heterogeneous group shows great diversity in attitudes, family backgrounds, and plans for the future. Bob Gillette believes that everyone can benefit from the OTO experience, and it is his dream that his approach to learning can be instituted throughout the educational system—from kindergarten through high school.

He is ably assisted by Patricia Clark, who deals with the science aspects of the program, and by Charles Hussey, who deals with the social studies aspects.

Operation Turn On places students in situations and environments which allow them to mature—to grow in a natural way and in a way highly charged with the idea that no individual lives alone in this cosmos; rather, he functions and is fulfilled by the fact that he is a social animal, growing within the human community.

Bob Gillette points out that the program is not an alternative school or a “nonschool school.” He feels that the students’ activity is “much like a spiral which circles and threads the world of ‘out there’ into the world of ‘in here.’”

“Students shouldn’t have to cut class to get where the action is,” Mr. Gillette comments. “Schools ought to help students experience real life with the tools of examination and perspective.”

The underlying concepts of OTO are simple: First the teacher finds out what the students want to do most. Then he shows them that what they want to do is actually learning about reality.

“Students want to travel. They want to experience the world on their own terms. They want to get away from the routine of home and school; they want to learn what they think is really important,” Gillette believes. “They want responsibility and they are usually willing to live with their own mistakes on the road to maturity. Students can discover that learning and real understanding are exhilarating—though frequently difficult and demanding.”

Bob Gillette has a story to illustrate this point. On one hiking trip, the group was late in getting back to the base camp and everyone was famished.

The cooks were doing their job—but not fast enough to suit everyone. Suddenly, some of the hikers couldn’t wait any longer; they grabbed the food and began to gobble.

The teacher watched the scene without making a move. “It reminded me of men gone mad,” he says. “The boys were turned into animals by their inability

to control themselves. The food was quickly devoured—but some of the hikers, including the teacher, didn’t get a bite.” As the students stood there, looking at each other, one boy began to swear and to accuse the others of selfishness. Suddenly, a teen-age voice seemed to cut through all the biting and snapping.

“This is a bad scene,” the boy said. “We guys aren’t going to survive unless we all stick together.”

“I didn’t have to say anything,” Gillette notes. “No comment on how people survive together was necessary. From that point on, the trip went smoothly. The boys settled on a division of labor that was both strict and effective. They had learned the lesson of community responsibility. I don’t think anyone will ever erase that lesson from their minds—and they learned it through school.”

Obviously in a program like Operation Turn On, the teacher must assume a low profile. He can raise questions, but he must allow the students to make their own mistakes. He must be able to sit quietly and let the students grapple with the real problems of organizing the adventures they want.

“Decisions made by a group come with difficulty and sometimes with disagreement and heartache. The teacher must be supportive, helping students develop a positive self-image. At the same time, he must remember that no teacher turns on any student; the student turns himself on. All the teacher can do is to provide an environment for real experience and growth,” Gillette explains.

Bob Gillette admits that the academic aspects of his expanding classroom are at times very rigorous and demanding. He says: “In this sense, I would term myself a traditionalist, for I do not feel that in order to humanize a classroom one must sacrifice or ignore intellectual preciseness and logical reasoning.” Evaluative devices serve to check the students’ progress toward specific goals. Traditional testing, numerous papers and research exercises, plus more informal presentations, such as a dance interpretation and multimedia art creations, chart the students’ way.

Whether it’s a backpacking trip in October, a winter camping and cross-country skiing trip in February, or a white-water canoe or cycling trip, each adventure brings together various aspects of the curriculum into an integrated, total understanding of the region and its people. Economic, political, ecological concerns, historical research, and literature on survival fuse into an overview through the students’ research, both on an individual and group basis.

Parents were cautious and skeptical at first about the OTO program. Can this be real education? Should my child really like to go to school? Can I believe my son when he says he can’t wait for vacation to end so he can get back to the program? These were frequent questions.

The answer seems to be “Yes” in every case. Parents have responded with vast enthusiasm, Gillette
(Continued on page 57)

This holiday season that embraces Christmas and Hanukkah, the Feast of Lights, is many things to many people. It is a time to stop and think of the year that is almost over and of the year that lies ahead. It is a time when bonds of friendship are renewed and strengthened, a time when hearts are filled with reaffirmation of religious faith, the delight of sharing, and the happiness of children. For me, it is each of these things, but, in addition, it is also a time to wish all teachers and their students everywhere peace and joy—today and always.

Catharine Barrett

CATHARINE BARRETT
President, NEA

BIOGRAPHY IS...



THE SEARCHING MIND

LEON EDEL, *Citizens Professor of English, University of Hawaii, Honolulu, and Henry James Professor of English and American Letters, New York University.* Dr. Edel has completed a five-volume biography of Henry James. The last volume, published this year, is *Henry James: The Master, 1901-1916*.

It is a paradox: Biography is one of the most widely read forms of our time—and yet it is treated, on the whole, with low critical esteem. The writing of lives is a veritable industry, both as reality and as fiction; biographies are distributed by book clubs, awarded prizes, televised, reviewed. Still, a curious idea seems to exist that biographies are not written; they somehow come ready-made.

Literary criticism regards literary biography with marginal interest and treats it as peripheral to poetry, fiction, or drama. In a certain sense, this is justified, for biography celebrates the creators of these forms. But what is not sufficiently understood is that it can become a distinctive form in itself. It is not merely a tape recording or phonograph record of a life; a biography is assembled and written like any other form of writing.

Speaking of historical biography, the historian David Herbert Donald recently said that "though biography is a form of historical discourse with an ancient lineage, biographers on the whole are not much esteemed, and their books are not much read by professional historians." Long ago, Lytton Strachey, launching his *Eminent Victorians*, complained that "this most delicate and human of all the branches of the art of writing has been relegated to the journeymen of letters" and added that the public does not grasp that it is as difficult to write a good life as it is to live one.

The remark of one reviewer in the *London Times Literary Supplement* suggests the critical status of biography. It is "gossip made permanent," he said. T. S. Eliot pronounced biography "useful" and "harmless" when not "impertinent," and W. H. Auden has said repeatedly that lives of writers are "superfluous and usually in bad taste."

Virginia Woolf, who was fascinated by biography and speculated on its status, described its process as an amalgam of dream and reality, then, translating it into her characteristic imagery, she said biography was "granite and rainbow." The granite of fact and the rainbow of speculation, one supposes, for biographers are allowed to be as imaginative as they please—only so long as they do not imagine their facts, so long as they stick to the granite.

Mrs. Woolf's use of the word *granite* reminds one that Henry James, who had mixed feelings about the writing of lives, spoke of writers challenging biographers by locking themselves up in the "invulnerable granite" of their works. He was honest enough to admit, however, that a life fully explored and written as art can be "one of the great observed adventures of mankind."

Perhaps we need to be reminded of the ancient lineage of biography. People forget that the Gospels con-

tain one of the greatest biographies of all time, that the *Lives of the Saints* were written and read as models of exemplary devotion long before many other books, that Plutarch's *Parallel Lives of Illustrious Greeks and Romans* used biography as moral philosophy—and this work was hardly "superfluous" to Shakespeare. Skipping the centuries, we come to Boswell's life of Johnson, which remains the cornerstone of modern biography. It has had almost too great an influence. Biography on the whole has traveled a very short distance since that work was written. Fancy the novel today making obeisance to *Robinson Crusoe* as a supreme work, and yet this is what most modern biographers do to Boswell.

There is no doubt that James Boswell, the euphoric eighteenth century man-about-town, a drunk, a clown, and yet a man of intelligence and perception and an inspired journal keeper, did create a remarkable book, exhibiting as he claimed "a view of literature and literary men in Great Britain for near a century." He might have subtitled his work "My Life with Dr. Johnson," for he created that singular form, the "Boswellian" biography—the work in which the biographer eats and drinks and sometimes lives with his quarry.

Not many biographers have a chance to see their subject in the flesh. More often than not they must create the figure of the past out of the letters, documents, notebooks, diaries, reminiscences, check stubs, "oral history," and memorabilia—a task more difficult than any that Boswell envisaged. In our time, with the hoarding of materials and the creation of Presidential libraries, writing biography becomes a monumental task. Harold Nicolson foresaw the time when it might have to be a kind of teamwork. In reality, a Boswell biography is what we might call, using modern terminology, the history of an "interpersonal" relation. That makes it a particular category of biography that succeeds when the biographer treats his subject as a hero, with due respect, and yet is willing to show him, if not in total undress, at least in his bedroom slippers.

But what if a certain animus creeps in? Or doubt? Or reticence? We have witnessed this in the relation between Lawrence Thompson and Robert Frost, a modern-Boswell work, a different kind of interpersonal situation than the one that existed between Boswell and Johnson. We are still in the dark about Carvel Collins' life with William Faulkner, but when his book is written, we may discover still another drama. Thornton Wilder planned to have an official biographer but called the project off because he decided that he preferred not to be Boswellized after all. There is no doubt that it may be less frustrating, less strenuous emotionally, though more difficult, to write a life from an archive rather than from a living model.

I think biography continues to be regarded both in the fields of history and of literature as a kind of literary stepchild for three distinct reasons. The first is that literary criticism has little use for biography despite frequent surreptitious glances; it keeps it under

the counter in case of need. Many of the "new critics" taught the "biographical fallacy" to a generation of students, stripping criticism down to the narrow confines of "explication." As a consequence, biography was fixed in the minds of many students as "irrelevant." I grant that the genesis of a poem often has nothing to do with the poem's integrity, and the last thing required in studying a literary work is that the writer's life be offered with it. (Still, I notice at poetry readings that poets tend to be autobiographical about their poems.) The confusion derives from certain imitations of Boswell in which the writing of a life is given no genuine focus and the piling up of fact is often tangential to the subject's achievement.

What can be predicted is that biography will become—is becoming—a very distinct part of literary criticism as we gain insight into what is roughly termed the "creative process."

Stephen Spender suggested in a recent essay that the poet should be restored to his poem. Thoreau said, in a moment of great insight, that poetry is "a piece of very private history, which unostentatiously lets us into the secret of a man's life." Henry James put this idea with equal force when he wrote that "the artist is present in every page of every book from which he sought so assiduously to eliminate himself." Wallace Stevens noted "the thing that is incessantly overlooked: the artist, the presence of the determining personality." It is overlooked especially by some critics, whose very calling demands the assertion of their own personality over a given work.

Biography is aware that it cannot recover and describe the minutiae of experience; it is impossible for a biographer to reconstruct the complexity of thought and image which ends in a poem or a novel—or in the utterances of a statesman. But biography also knows, with the aid of psychology, that "the determining personality" is as visible to us in the subject's behavior and his speech as he is to the world. His patterns of being, his modes of expression, his characteristic images and symbols: these are the inner materials out of which a portrait can be fashioned, a portrait more "real"—more solid and palpable—than the paper-document portraits in many biographies of the past.

The second reason for the depreciation of biography is that it has been largely written, as Strachey said, by inexperienced amateurs and by thesis writers. It has been markedly shunned by first-class writers, so that it is spoken of as a craft rather than an art. Also, criticism fails to distinguish between the different forms of biography—the compendium, the summarized portrait, the full-length synthesized "life."

Almost any student with a certain amount of diligence can put together the facts of a life—our shelves are filled with this kind of "woodpile" biography. There is nothing wrong with it, save that it is often dull. It is simply a "showing" of selected documents as if they were under glass in a library. And yet critics call such woodpiles art—because the life stuff contained in them can be fascinating. Yet there is usually no integration, no analysis, no style, no insight—simply fact piled upon fact like so many logs, with each reader obliged in the end to write the biography for himself.

The biographical "portrait" is quite another matter. Geoffrey Scott's *Portrait of Zélide*, Percy Lubbock's *Portrait of Edith Wharton*—these are delicate and subtle biographical works of our time, even if they are limited in scope. They frame the subject, they focus on character and personality or, as in the Lubbock book, the testimony is arranged in an artful way so that we see the subject as in a series of mirrors. Some of Edmund Wilson's vignettes or biographical essays, especially those in *Patriotic Gore*, are brilliant examples of this kind of biographical writing. But few writers are capable of portraiture. It requires economy, skill in summary, psychological understanding, and, above all, a capacity for the selection of relevant detail. It requires also a sense of the poetry of the human spirit.

The third kind of biography is the full-length work conceived in a design or form, not as a compendium resorting to endless quotation, as in Boswell. The writer has studied every inch of his ground; he knows his material; he tells his story in his own words. Lytton Strachey, in spite of all his faults—his invention of detail, his bias—was a master of this kind of biography, and he has had certain disciples. In France there was André Maurois, who perhaps simplified too much, but was an admirable craftsman; in England, Harold Nicolson (who worked from secondary materials, however) and Lord David Cecil, whose life of Melbourne is, I believe, one of the great biographies of our time.

The key to both the portrait and the "written" life is the use of significant detail. Critics who attack a biographer for "too much detail" might first see what kind of detail has been used and to what ends. In my life of Henry James, I wrote a comprehensive chapter on James' settling into Lamb House in the country after years of city dwelling. One critic said I made this into a portentous event. I took my cue from the simple fact that readers want to know how a writer—indeed anyone—sets up house, arranges his daily life. What kind of furniture does he buy? What does he do with his garden? How does he entertain his friends?

Details of this sort are the secret of Robinson Crusoe's fascination to his readers—how he set himself up on a desert island. And the same holds true in biography. Whatever vivifies, establishes background, and provides a touch of life and color may be regarded as "significant detail." The real craft of biography might be said to reside in knowing what to leave out. For every fact I included, I left out a hundred, sometimes a thousand.

If told with proper narrative skill, the synthesized portrait, which seeks essences and provides a tapestry of background, can lay claim to be as much a work of art as any novel or any work of history. It can become a triumph of the organizing imagination. It differs only in one respect from fiction, as I have said: the fiction writer imagines the "given" elements, but the biographer is not allowed to do so.

Sometimes a biographer also works in mosaic when he uses the pastiche methods invented by Van Wyck Brooks and paraphrases documents so as to give the sense and "style" of the subject.

A biography does not come ready-made. It has to

be put together. And the failure to recognize this is the third reason for depreciation of the biographical process. Many persons believe that since a life was lived, the biographer does nothing more than to tell it. But think of what anyone does in a single day, a single year! Readers do not understand that biography involves the creation of an illusion of a life. Each life can be told in a thousand different ways, and the biographer must summarize and abbreviate everything. Life is disorder; biography has to be *order*.

A historian recently sued a film company in England for making a film about a famous battle that she claimed was based on her book describing the struggle. The company argued that the battle was simply history and that the historian's book dealt with matters long in the public domain. In court it was shown that the battle could have been described in many ways: One might begin with the generals' and officers' point of view; another, with the soldiers' point of view. One might depict the home front first; another, the politics of power that went into the struggle. Because the film company had followed the *exact* sequences in the historian's book, the English court ruled (quite rightly, I think) in favor of the author. The author's *imaginative sequence* had been reproduced in the film.

In my account of Henry James' installation in London, I selected a certain sequence of events out of hundreds of letters, and I wrote it from the viewpoint of certain observers of James. Someone else would have created a different sequence altogether and used different quotes.

I mention these examples to show that biography writing involves difficult artistic decisions at every turn. It involves the use of the reconstructing and imagining mind within an atmosphere of verisimilitude which the biographer must create. Although we can never know how "true" the final story is, the weight of the evidence should establish that there has been an approximation of the truth.

One of the common objections critics address to literary biography is that it is *reductive*. Telling the life of a writer, they maintain, shows not his extraordinary imagination, but his ordinary self. Critics regard this as irrelevant. Moreover, they are particularly vigorous in condemning the description of a writer's personality problems, his "neurosis," or his physical difficulties. They insist that this diminishes his art. One can understand this from a strictly appreciative point of view—from the glorification of the work of art or its *reduction* to critical proportions. Seeing a poem, for example, aesthetically and in relation to literary forms and ideas is the primary purpose of criticism.

But this kind of criticism overlooks the kind of biography which concerns itself, in probing the origins of art (whether they be pleasant or unpleasant, physical or neurotic), with showing the triumph of the imagination over the indignities and torments of existence. One could write a bad life of Tolstoy by focusing on the great depression and moral crisis he suffered, out of which nevertheless came *Pierre* and *Anna and Levin*. But by recording his will to triumph over his inner blackness, and his ultimate victory, a

biographer exalts the human struggle, shows us the life-style and life predicament of the artist.

Kafka's belief that writing is "a form of prayer" and his struggle against nightmare constitute a poignant biographical record that places him among the heroes of creation; Virginia Woolf, writing her novels as an assertion of sanity over the melancholia that ultimately killed her; Proust's living his final years in his dust-proof, cork-lined room because he had to finish his novel—these are triumphs of life over death, of art over life. They are testimony, not of artistic neurosis but of a drive to well-being, to action, to health.

I would venture to say that many critics are more reductive than biographers when they place a poem on their dissecting table, don the rubber gloves of their verbiage, and explicate the poem until it bleeds to death. The new critics "killed" literature for an entire generation of students, rubbing their gloved hands in satisfaction over their own cleverness in diagramming the artist's "product."

If we accept the critical claim of "reduction," must we not say that every scientist probing a mystery is engaged in a reductive process? The true nature of civilization is the way in which a race discards the fairy tales and myths of its childhood and grows up with reality. Knowledge has never been reductive however much it may dispel mystery. The fortunate thing about biography is that it can retain some of the mystery, for it deals with life's supreme beings—creative and imaginative individuals. It cannot ever arrive at the total that has determined the personality; yet in describing the personality, it brings the artist to life after he is gone.

Whether a biography is "reductive" depends in reality on how it is written, and few critics pay attention to the form and design of the written life. They feel uncertain because they have no way of knowing whether the materials are accurate and whether the data have been correctly used. The critics are asked to take the book on trust. They feel unsure also because the biographer has more documents up his sleeve than are manifest in the work. And then, too, critics have fallen into the general habit of depreciation exemplified in Mr. Auden's "superfluous."

Great writers of the past had more respect for the form; biography interested them so much that they wrote autobiographies, probed their own lives. The self-revelations of Yeats or Henry James, the allusions to personal experience in the essays of T. S. Eliot, or Goethe's search for poetry and truth in his personal past speak more eloquently for the biographical process than any biographer can. Biography remains a frontier of literature. It has no laws; it has acquired no "poetic." What it needs is more thought, more method, more art. And it would be greatly enriched if poets and novelists sometimes embarked on the adventure of trying to reconstitute a life, whether their own or that of another. They would then recognize what a large and humane task it can be—"useful," "harmless" perhaps, but quite a bit more than this: an art that distinctly has its place in the world of creation. □

Sexism in the Elementary School



SPECIAL FEATURE ON THE SCHOOLS AND SEX-ROLE STEREOTYPING

CAROL JACOBS, *learning disabilities teacher and consultant, Princeton (New Jersey) Regional Schools;* and **CYNTHIA EATON**, *teacher, feminist consultant, Princeton.*

“We are willing to share our thoughts with mankind. However, you happen to be a girl.”

“Women’s advice is not worth two pennies. Yours isn’t even worth a penny.”

“Look at her mother. She is just like a girl. She gives up.”

“We don’t want to play with girls,” Jeff said. **“They’d be too easy to beat.”**

“He didn’t want anyone to talk about feeling sorry for him. He felt so sad he was afraid he might cry.”

These quotes from widely used school readers are concrete examples of the narrow sex-role stereotyping of children that is taking place in classrooms everywhere.

The following quote comes from a teacher recruitment brochure in a school district with a reputation for being progressive. “Are you a female elementary school teacher searching for more effective ways to reach children? Join us as we experiment with team teaching and ungraded classes. Are you a male elementary school teacher with career goals in administration? Join us as we seek to develop education leadership for the future.” The brochure is being rewritten, but the attitude behind it may take longer to change.

The subject of sexism in schools is becoming a major concern of people interested in child development. There is growing awareness of the damage done to individual growth by channeling people into narrow roles according to sex. School is only one facet of a child’s world which contributes to stereotyping. However, because a large portion of a young person’s life is spent in the classroom (10,000 hours by the time he or she graduates from high school), the messages transmitted to the child in school carry much weight.

What messages are children getting in school? A task force of the National Organization for Women in Princeton, New Jersey, initiated a two-year study of sex-role stereotyping in children’s readers. The purpose of the study was to find a reading series which portrayed males and females in a nonstereotyped manner. Despite the fact that task force members read 134 books from 12 different publishers and carefully documented 2,760 stories, no such series was found.

The ratio of boy-centered stories to girl-centered

stories was 5 to 2; the ratio of stories with an adult male character to an adult female character was 3 to 1; the ratio of male biographies to female biographies was 6 to 1. Boys in the stories built and created things and used their wits. Girls rarely appeared in these roles. Clever girls appeared 33 times, clever boys 131. Boys showed initiative and were strong and brave; girls were rarely depicted as having these characteristics. When a girl mastered a grown-up skill, it was usually a domestic one. Boys were competitive, girls were not. Girls did not act independently; they were smaller and more fearful than boys.

The books showed adult males as jobholders and fathers, while adult females were jobholders or mothers. Mothers in the stories were colorless, mindless creatures, never shown as having any interests of their own. Fathers, on the other hand, were pictured as well-rounded, vibrant adults. It is father who does things with the children, helps them build things, takes them on outings, and solves their problems. Father is the person with whom children have fun.

Clearly, this is not a fair or balanced picture. As products of a sexist culture, teachers carry with them biases about what boys should be and what girls should be which may no longer be useful. The world into which our children will emerge is different from the conventional stereotype (mother, father, two children, dog and cat, white frame house). We must begin to face this and prepare children for life as it really is.

The key to dealing with sexism in the classroom is teacher awareness. Start with yourself. Do you have different expectations for boys than for girls? Do you expect girls to be more verbal and boys to be more mathematical and scientific? Do you expect boys to be more aggressive and active? Do you ever say to girls, “It isn’t ladylike to talk like that!”

Teachers need to sort out their ideas and rethink many of the things they do. For example, do boys carry the books and operate the projectors in your class while girls dust the furniture and water the plants? If something is too heavy for a girl to carry, perhaps it’s too heavy for any child that age to carry. Then again, maybe a girl could carry it. Female strength isn’t understood; women are strong enough to carry bags of groceries or a child on each arm.

One of the best ways to increase one’s sensitivity to how role conditioning is perpetuated is to analyze the books you use in your classroom. Why not do so, following the checklist in the box on page 22.

As your awareness increases, you will become much

SHE'S A TERRIBLY BRIGHT
CHILD, MRS. FRANK.

..YES, WE THINK
SO.



..THERE'S JUST ONE SMALL
PROBLEM..

-PROBLEM?!
WHAT
PROBLEM?



SHE WANTS TO BE
A TRACK STAR.

- A WHAT!?!?



- GOOD HEAVENS!
WE CAN'T LET
THAT HAPPEN..

I KNEW YOU'D
SEE THAT.



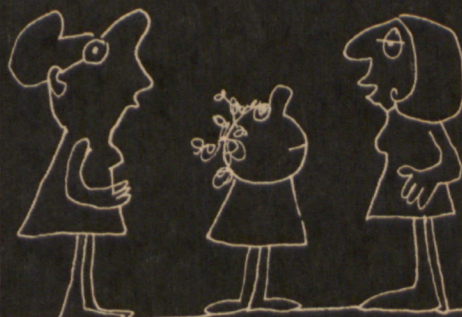
IT'S SIMPLY TOO ROUGH.

..TOO
AGGRESSIVE.



IT'S NOT GRACEFUL.

SHE'D GET
HURT..



ALL THOSE BUMPS,
AND SCARS, AND
UNSIGHTLY MUSCLES!

...PEOPLE
MIGHT LAUGH.



...VERY WISE.

-FIRST THING
TOMORROW, I'M
GOING TO GET
HER A LOVELY
NEW DOLL.



..IT'S A HARD THING,
BEING A FAILURE
AT 6 1/2.



more sensitive to sexism. For example, you may see two girls on the playground watching some boys playing baseball. Do they really want to watch or would they like to play? You may see a tomboy having a wonderful time. When will she start to realize that she has to quiet down and start acting like a lady? And what about the boy who got hit in the head but is bravely holding back his tears? Isn't it wonderful that he's not a sissy! Or, would it be better if he expressed his emotions?

How can you break the vicious circle and change the pattern that children accept so readily? Again, the main thrust is awareness—this time the children's. You can help them see the difference between what they really want to be and what they think they can be.

Take a poll. What do your students want to be when they grow up? Repeat the poll a month later—after you have encouraged them to evaluate their roles critically. See if more children step out of the stereotyped roles they had set for themselves. Do some girls now aspire to be doctors instead of nurses? Do any boys consider being librarians?

Ideally, teachers should stock their classrooms with books that present men and women in nonstereotyped roles, but even if you have the money to purchase them, such books are hard to find. (See a list of sources on page 29 of this special feature in *Today's Education*.)

Most of the time you will use books in which

EVALUATING SEXISM IN READERS

	MALE	FEMALE
1. Number of stories where main character is:		
2. Number of illustrations of:		
3. Number of times children are shown:		
(a) in active play		
(b) using initiative		
(c) displaying independence		
(d) solving problems		
(e) earning money		
(f) receiving recognition		
(g) being inventive		
(h) involved in sports		
(i) fearful or helpless		
(j) receiving help		
4. Number of times adults are shown:		
(a) in different occupations		
(b) playing with children		
(c) taking children on outings		
(d) teaching skills		
(e) giving tenderness		
(f) scolding children		
(g) biographically		
5. In addition, ask yourself these questions: Are boys allowed to show their emotions? Are girls rewarded for intelligence rather than for beauty? Are there any derogatory comments directed at girls in general? Is mother shown working outside the home? If so, in what kind of job? Are there any stories about one-parent families? Families without children? Are baby-sitters shown? Are minority and ethnic groups treated naturally?		

females are either forgotten or shown only in a nurturing role and where males are usually the heroes (often presenting a model impossible to copy).

It is important to deal with issues as they occur. For example, there is the story of a mother who can't get her young son down from a tree. She runs to get father to help, who comes out with a ladder.

This presents a good opportunity to ask the children: Could mother have gotten the ladder herself? What happens in their homes when there is a catastrophe and their fathers are at work? Now, ask the children: Have you noticed that mothers and young girls are usually portrayed as helpless in books? The children could then go back over the stories they've read to find instances where the mother is pictured as a helpless person. Can anyone find a story in which the mother is a problem solver?

Take a quick poll in your class. How many mothers work? (Only two instances of working mothers were found in 134 different readers.) What else do mothers do with their time besides cooking and cleaning? Your class may come up with a very long list of things mothers do. Then, ask the children to go through their readers. How many different things do mothers do in these stories? Is mother ever seen doing something for her own personal enjoyment?

As children become aware of sexism in books, they can explore other communication media. They might look through magazines and note the advertisements. How many products are sold because the ads contain the picture of a pretty girl? How many times are women shown as unable to do a simple task without the help of a man? ("This is so easy even a woman can do it.")

The children can also talk about TV programs. How are women depicted? What are they doing? Are they ever shown as intelligent, self-reliant individuals or are they usually irrational, dependent persons?

On game and quiz shows, is the master of ceremonies usually a male? Does a female contestant describe herself as being married to a lawyer and the mother of two lovely children—thus describing herself in terms of the other people in her life? Children can watch certain shows and then talk about the roles the characters play. The insight this will give them about their own lives may be far-reaching.

Children arrive in kindergarten armed with many attitudes about what boys and girls should do. Until recently, schools merely reinforced these ideas. But society is changing rapidly. Single parent families, situations where mother works and father stays at home, and extended families are already joining the traditional family pattern as acceptable life-styles.

Should the job of education be to prepare children to meet change? Should each child be offered as many alternatives as possible? Should the role of education be to stretch people's minds and make them more aware of the options? The answer to these questions is undoubtedly "Yes!" □

A Child's-Eye View of Sex Roles



THE SCHOOLS AND SEX-ROLE STEREOTYPING

LYNNE B. IGLITZIN, *lecturer, Department of Political Science, University of Washington.*

In 1971 and 1972, two studies dealing with sex stereotyping were conducted on schoolchildren in three suburbs of Seattle. In the first study, 290 fifth graders (141 boys, 149 girls) took part; in the second study, 147 fifth graders (80 boys, 67 girls).

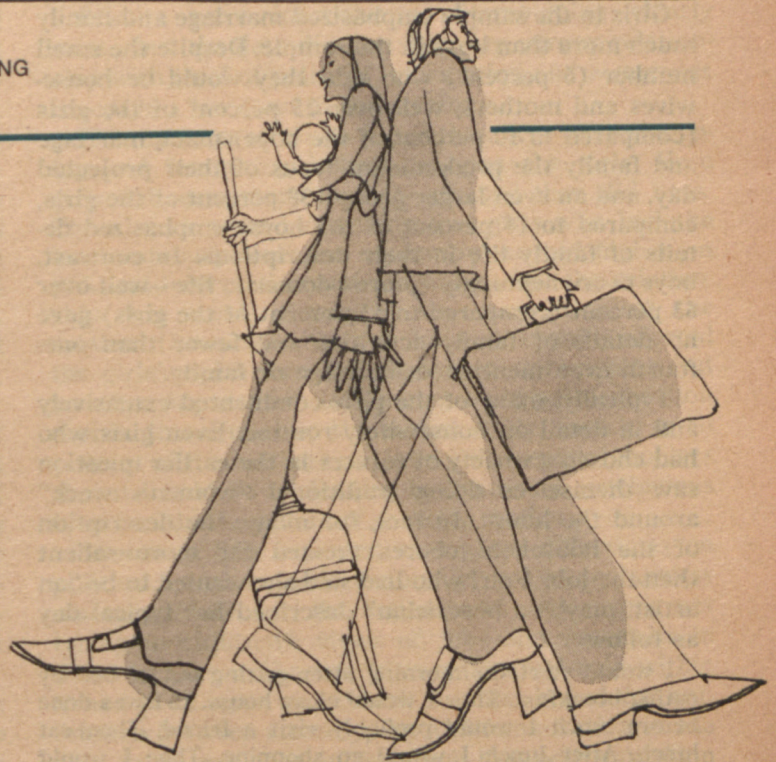
The first study (in which I collaborated with sociologist Judith Fiedler) involved a series of questions designed to show sex stereotyping based on views of career and employment patterns, social roles in home and family, and the child's view of his/her future life as an adult. Both boys and girls demonstrated sex stereotyping (as measured by the response "men" or "women" rather than "either" or "both" to the questions). However, significantly higher proportions of girls had nonstereotyped responses in all categories.

Career and employment patterns. We gave the children a list of jobs and asked them to indicate whether "men," "women," or "both men and women" should perform these tasks. A majority of both sexes thought that bosses, taxi drivers, mayors, factory workers, and lawyers should be men and that nurses and house cleaners should be women.

Stereotyping was common for both boys and girls. In fact, in some cases, girls were even less inclined than boys to see traditionally masculine jobs become feminine jobs. For example, 3.6 percent of the boys said mayors should be women, but only 2 percent of the girls said this. Although girls were as little inclined as boys to reverse sex roles in traditionally sex-tied jobs, girls were much more willing to see jobs open to either sex.

Home and family. The results for this part of the study showed that fifth graders have been thoroughly inculcated with a sex-typed view of home and household: Women wash dishes, cook, dust, scrub floors, and get up at night with a sick child. Men pay bills, fix things, and weed the yard. The men's list was shorter than the women's—even taking out the garbage was bestowed by our children on women! Girls' views were as traditional as boys', though the girls showed a slightly greater tendency to see both parents performing household tasks.

Personality traits. At least 60 percent of the girls saw themselves as kinder, better behaved, more serious, and better in math than boys; by a smaller majority the girls thought they "figured things out" better, too. The majority of girls saw boys as fighting



more and as better in science. Children of both sexes tended to see most traits as distinctly masculine or feminine, though they did not always agree on which sex should be linked to a particular trait. The aggressive-gentleness continuum offered a striking example of agreement by both sexes: Close to 90 percent of boys and girls saw boys as fighting more, and about 75 percent of boys and 85 percent of girls saw girls as kinder.

Although the girls in the sample were traditional in their sex-typed view of some personality traits, more of them saw both sexes exhibiting these traits.

Sex typing in girls' view of their future. The pattern of traditional sex typing which emerged in girls' views of social roles and personality traits carried over into their career aspirations and descriptions of their lives as adults. While the boys wanted to be craftsmen, engineers or scientists, professionals (doctors, lawyers, dentists), sportsmen, and pilots, the girls wanted to be teachers, artists, stewardesses, nurses, and veterinarians.

Overall, the girls had varied job and career aspirations, albeit heavily weighted toward traditional female occupations. They seemed in little doubt that they would have careers. Only 6 percent said they would be simply a mother or a housewife.

Yet when we correlated the career-choice question with an open-ended essay, "Imagine you are grown

Dr. Iglitzin spoke at greater length on this topic at the 1972 meeting of the American Political Science Association in Washington, DC.

up. Describe how you would spend a typical day," a different picture emerged. The girls showed a marked discrepancy between their stated career goals and their descriptions of an actual day.

Girls in the sample emphasized marriage and family much more than boys in the sample. Despite the small number (6 percent) who said they would be housewives and mothers, well over 25 percent of the girls (compared to 10 percent of the boys) made marriage and family the predominant focus of their projected day, and an even larger group (38 percent of the girls, compared to 14 percent of the boys) emphasized details of family life in their descriptions. In contrast, boys overwhelmingly ignored domestic life—well over 83 percent (compared to 63 percent of the girls) gave no details of family activities and fewer than one-fourth even mentioned marriage or family.

Typically, many of the girls commented extensively and in detail on housewifely routine. Even girls who had chosen a variety of careers in the earlier question saw themselves doing traditional "women's work" around the house. In fact, for many, the description of the household chores seemed far more salient than the job. A girl who had said she wanted to be "an artist, maybe a beautician" described her typical day as follows:

I would start the morning after getting out of bed by eating breakfast. Then I would clean house. If I was done before lunch I would probably visit a friend. Then eat lunch. After lunch I would go shopping. Then I would come home and rest for a while. When my husband came home (if I was married) he would probably tell me how his day went and I would tell him how mine went. If he was in a real good mood he would take me out to dinner. When we were done with dinner we would go to a movie. Then we would go home and go to bed.

Boys tended much more to focus exclusively on details of job and career. The following statement by a boy who wants to be a lawyer and who never discusses marriage, family, or home was quite typical:

I would talk to my clients on what their problems were. If I thought his thoughts were right I would explain the right procedures to take depending on his problems, and I would fight for his thoughts.

The comments of girls who said they wanted to be housewives could be described as typical of persons leading what has been called the "contingent life"—seeing one's actions as derived from and dependent on the wishes of others. Thus such statements as "I would try to please my husband" or "If my children wanted to" were common in their essays.

This study indicated that the degree of traditional sex stereotyping of the major social roles in society is very strong by the fifth grade level.

Of particular interest is the fact that so many of the girls clearly opted for career choices that they appear to be unwilling or unable to translate into consequences in their own lives.

What is the explanation for this dichotomy between career choice and visualization of future life that our data showed applied unequally to the boys and girls

in our sample? It appears that social stereotypes restrict girls in expressing a free choice of future roles. If this is true, it may be that the first question, "What would you like to be when you grow up?" by suggesting that such decisions are possible, permitted the girls freedom to state their wildest wishes. The later question, however, brought them down to earth by asking them to imagine a typical day. The realities of societal pressure took over, they saw themselves doing things women always do, and thus fell back into the traditional activities society sanctions for women.

In our view, the most significant finding of all was that the girls were consistently less stereotyped in their views than the boys. This was a puzzling finding that we were at a loss to explain, particularly in view of the literature that attests to women as traditional bearers and upholders of conservative values.

One variable that seemed to be relevant in determining which children had less traditional sex-stereotyped attitudes was whether or not their mothers worked. As other studies have shown, our data indicated that children with working mothers—especially girls—had more liberal views on roles of men and women in society.

A year later, I decided to try a follow-up study in the same schools and with the same age children to determine what effect, if any, the strongly stereotyped views children hold have on their political attitudes and beliefs. More particularly, my interest was with girls, who had always emerged as less politically interested and aware than boys in previous socialization studies. I wondered whether a relationship exists between strong adherence to traditional feminine values and weak political interest among girls.

As in the 1971 study, the new questionnaire dealt with children's own view of their future roles in job and family; the degree of openness/stereotyping in their view of social roles for men and women; and, new in this study, a series of questions designed to explore their political information and awareness.

Sex differences and political responses. A number of questions attempted to deal with the degree of stereotyping in children's views of both public and private roles. I was curious to see if the sexual division of labor that we had seen extended into family and social roles also held true for the civil and political areas.

The democratic norm of equal opportunity implies that anyone can be President, a goal theoretically open to both sexes. Which was more salient for the girls, the rhetoric of equal access or the reality of male dominance in virtually all positions of political power? For boys, the log-cabin-to-Presidency myth or an impenetrable "power elite"? Do 11-year-olds find the prospect of becoming powerful political leaders someday attractive? What degree of realism do they have about their actual chances of attaining such posts?

To get answers to some of these queries, I asked a number of questions dealing with national and local politics. First, I asked the children to assume that

they were adults and could choose any political job, such as President, governor, judge, head of the school board, and mayor. Strikingly, well over half of the children picked none of these posts. Strong sex differences were apparent in the answers of those who picked political jobs, however. Although about the same small proportion of boys and girls chose President, a sizable number of boys wanted to be mayor, yet not a single girl chose this. For girls, the popular choices were head of the school board and judge.

Then, I asked the children to assess which of the positions they thought they had a realistic chance of attaining. Here I wanted to find out if the girls, more than the boys, would sense the great difficulty of achieving these high prestige roles in our society. This pattern did not occur. Percentages were almost identical to the previous question.

Several interpretations are possible. Probably many of the children did not understand the concept of "realistic" and simply copied the answer they had given in the previous question. Or else, their political concepts are still so naïve that they truly think they can become anything they want to be. Or maybe their initial choices are already calibrated to what is possible: They sense the impossibility of the "you-too-can-be-President-someday" myth and refuse to play that game.

Other sex differences emerged that were in line with previous socialization studies. When asked to decide why they might vote for a candidate, girls were more likely to choose candidates who were peace-oriented and honest and sincere. Over twice as many boys as girls chose the candidate whose ideas would contribute to the country's economic wealth.

I drew up a composite index to include the determinants of political information and awareness. The information score consisted of correct answers to the various political identification questions; the awareness score was composed of any response other than "don't know" to the various questions dealing with voting and elections. On each of these scores, the girls did more poorly than the boys.

In areas beside the political, sex stereotyping was as strong in the attitudes of these children as it had been in their counterparts the year before. Girls saw themselves eventually marrying and having children; boys saw themselves as adults in terms of jobs. Over half the children thought only men should do certain jobs and only women, certain others. A very low 10.6 percent of the girls and 14.7 percent of the boys said a woman should work "anytime she wants to."

Stereotyping and politicalization. Once the existence of sex differences had been established, I attempted to see if a common variable, stereotyping, could be isolated as a determinant of low politicalization. The measurement of stereotyping was the degree to which the children saw social roles (housework, medical care, and so on) in the traditional terms of sexual dichotomy. For all the children, I matched the stereotyping index against the separate political information

and awareness indices and, in addition, for girls, I matched the femininity index (measured by their adherence to traditional female careers and values) against the political scores.

Results were inconclusive. Stereotyping clearly exists, but the data did not show any strong relationship with level of political information and awareness except in a few cases at the extremes.

The main concern was to see the effect of stereotyping and feminizing influences upon the girls. Here girls did seem more strongly affected than did boys. There were some indications that girls who had the least narrowly feminine aspirations scored higher on political information and awareness, but the relationship was weak. Similarly, the occupation of the mother (housewife vs. job holder) clearly affected the girls' aspirations and degree of stereotyping but was less apparent in influencing their politicalization scores. In contrast to the earlier study, such a small percent of the mothers of these girls were job holders that it would be misleading to draw any conclusions based on the daughters of working mothers.

Summary. The expected strong sex differences on political, social, and economic roles in society emerged. Moreover, the existence of very strong sex typing in children's views of jobs and functions in the world, as well as their own personal role within it had been again confirmed. But the hoped for correlation between stereotyping and feminization in the girls as an explanation for their low politicalization scores proved inconclusive.

Why? Two explanations are possible. First, very few of the girls identified themselves in terms other than marriage and family; the sample failed to turn up more than a tiny handful of girls who had not been feminized. Therefore, comparisons weren't possible.

Second, perhaps the questionnaire reflects an unconscious ideology of sexism because of the sexist subject matter with which the questions concern themselves. (Before undertaking the study, I had attempted to control for sexist language. For example, I used "he/she" instead of the ubiquitous "he" and included women as examples of political leaders.) The subject matter of the questionnaire, as well as that of others dealing with this same subject, is male-oriented because political posts have historically always been occupied by men.

When politics is conceptualized in terms of power, aggression, and conflict, it is not surprising that women, trained in submissiveness, dependence, and passivity, should find little in it to interest them.

For too long, political scientists have focused only on the macro level of politics, dealing with formal power as exercised in institutions and by government officials. It is no wonder that children, and indeed many adults, feel alienated and removed from its concerns. Political scientists need to emphasize the micro level of politics—power hierarchies in family, peer groups, and classrooms. Undoubtedly, children can tell political scientists a great deal about this dimension of politics. □

Feminist Studies



THE SCHOOLS AND SEX-ROLE STEREOTYPING

CAROL AHLUM and **JACKIE FRALLEY**, Amherst, Massachusetts. The authors are now compiling a handbook of materials from high school feminist studies teachers, to be published by the Clearinghouse on Women's Studies and KNOW Press.

A teacher at a Boston junior high school has an unusual focus for her ancient history courses. In addition to providing the usual information about the lives of famous men, she also teaches about the lives of women and children. This approach identifies her as one of a small but growing number of teachers who are helping students question society's differential treatment of men and women. All of these teachers share the understanding that both women and men are detrimentally affected by the old assumption that men are superior to women. This understanding is the core of feminism.

By the very nature of the subject, feminist courses are interdisciplinary, problem-oriented, and personal. For example, in a Women in Society course in a suburban high school in Massachusetts, students use various frameworks to discuss the forces and institutions that affect women's lives. Is a woman's identity determined by her biology or her socialization? Are women oppressed? (If so, by whom or what?) Do women have a history and culture of their own?

Students in the course, including a few males, look at their own lives in order to understand the lives of women generally. They also look at the lives of others. Class discussions flow from assignments, such as conducting an in-depth interview of a female relative about her childhood or adolescence; reading fiction and autobiography about growing up (e.g., *Memories of a Catholic Girlhood*, by Mary McCarthy; *A Tree Grows in Brooklyn*, by Betty Smith; "Down with Childhood," in *The Dialectic of Sex*, by Shulamith Firestone; a story by Marge Piercy in *The Bold New Women*, edited by Barbara A. Wasserman); and by studying psychological, physiological, and anthropological information about adolescence (e.g., *Our Bodies, Our Selves*, New England Free Press, 791 Tremont St., Boston 02118; *How To Take the Worry Out of Being Close*, by M. and R. Gray, P.O. Box 822, Oakland, CA 94612; and *Sex and Temperament in Three Primitive Societies*, by Margaret Mead).

In the best feminist curriculum, the consideration of race and class is interwoven with the analysis of sex stereotyping. For example, at an urban high school in New Jersey a teacher presenting units on sex-role socialization plans assignments which show these in-

terconnections. In her integrated class, a comparative analysis of the stereotyped images of men and women in the ads of *Life* and *Ebony* magazines led students to question why they held different images of women and men. This teacher runs her classroom like a laboratory. The class might separate into two's to discuss and tape-record feelings about women's liberation and then replay their conversations before the group. Or they might role play or brainstorm.

The excitement of exploring untraveled ground characterized the History of Women course at a Wyoming high school last spring. The teacher was a man who became involved in a feminist curriculum because of his interest in incorporating current issues into his teaching of history. Using Eleanor Flexner's *Century of Struggle* as the text, he supplemented students' reading with brief primary source excerpts about the anthropological roots of sex-role differences and the status of women in earlier times.

In the spring of 1970, students at a high school on Long Island requested a course about women and asked a teacher (and feminist) and students from SUNY/College at Old Westbury to help them set it up. The Women in Society course, offered that fall, focused on consciousness-raising in which students talked about their own sex-role socialization and that of women and men generally. As the class progressed, students decided to produce a play to present their ideas to fellow students in the American history program. After each presentation of their musical skit, "You've Come a Long Way, Baby," the class conducted small-group workshops about the issues in the play.

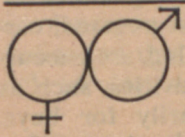
Another skit, "Some of My Best Friends are Women," was produced the following semester, the second time the course was taught. Students performed the skit at a statewide conference on the social studies in March 1972. Here, too, they conducted a workshop-type discussion about the play, this time with 100 teachers, curriculum developers, and textbook editors.

Good feminist courses can't be copied; they grow out of the teacher's awareness of student needs and concerns. But a teacher who is interested in developing such a course can learn much by sharing the ideas and materials of those who have already developed this kind of curriculum.

The Clearinghouse on Women's Studies has published a list of high school feminist studies for teachers. The Feminist Press also has free materials available. The mailing address for both organizations is: SUNY/College at Old Westbury, Old Westbury, NY 11568. Other resource groups, which will send material if you enclose a large self-addressed, stamped, return envelope, include: KNOW Press, P.O. Box 86031, Pittsburgh 15221; and the Women's History Research Center, Inc. (which also asks for a donation) 2325 Oak St., Berkeley, CA 94708.

Resources for courses can be found in everyone's area. So hunt around for local feminist groups and ask them for advice and materials. □

Do Teachers Sell Girls Short?



THE SCHOOLS AND SEX-ROLE STEREOTYPING

BETTY LEVY, doctoral candidate in Development and Learning, Teachers College, Columbia University.

Recent critics of the schools have explored the contradiction between what schools say they do and what they *actually* do. The ostensible purpose of schools is to educate everyone and to equalize opportunity for all. Liberal reformers who accept this purpose at face value bemoan the fact that schools are "failing" (i.e., not educating), whereas more sophisticated analysts move beyond the stated purpose of schools and reveal that schools are "succeeding" in differentially socializing pupils by race, class, and sex. These socializing functions are all the more powerful when one considers that they occur despite efforts of many well-intentioned educators to achieve the schools' stated aims.

Illich, Friedenberg, Holt, and others have described how the institutional demands of schools (passively "being taught," acquiescing to imposed rules and routines, and so on) conflict with learning and individual development goals. Wasserman, Reimer, Freire, Rothstein, Jencks, and others have discussed the role schools play in perpetuating existing social and economic inequalities. Schools may not "make a difference" in the sense that they do not dramatically improve the life chances of the poor, of minority groups, or of women, but they do "make a difference" in that they remain an effective instrument of social control. Schools, after all, were not created to change society, but to maintain it and thus help keep existing dominant groups dominant.

What most critics have failed to examine is how traditional demands of schools function to perpetuate traditional sex roles. For girls, the schools' expectations and the traditional sex-role expectations are congruent and provide a strong double-barreled message reinforcing girls' obedience, docility, and dependence. For boys, the schools' expectations often conflict with traditional sex-role expectations, resulting in a confusing double message: Be aggressive, active, achieving, and independent (be masculine), but also be passive, quiet, and conforming (be a *good* pupil).

As a result, boys tend to be more acting-out in school and more noticeable, whereas girls tend to be more completely socialized into "goodness" and thus more easily ignored. The long-lasting result is potentially more positive for boys, since the "masculine" characteristics are related to intellectual development and self-actualization, whereas the strong, consistent pressures on girls to be "feminine" and "good pupils"

promote characteristics that inhibit achievement and suppress females' full development.

Recent discussion of sex-role socialization in schools has been dominated by concern for boys who, it is contended, are forced to meet feminine standards of behavior and thinking by the overwhelmingly feminine atmosphere of the elementary school. Because the emphasis has been on boys' problems, the situation of girls has been overlooked. As a result, the schools' "feminization" or "domestication" training is seen, by implication, as good preparation for "real womanhood." The fact that girls are being doubly trained—at home and at school—to be docile and conforming is not of concern. What is of concern is that boys might be treated badly in school, that is, "like girls." The fact that the school as an institution demands conformity and obedience for most children is not noted. Rather, female teachers are labeled "the enemy" in the destruction of male minds!

An incredibly large number of studies have been addressed to the question, "Do female teachers discriminate against boys?" The results of these indicate that boys, far from being discriminated against, provide more intense stimuli for teachers and receive more positive as well as more negative attention from teachers than do girls. Teachers may yell at boys more, but teachers also give them more praise, more instruction, and more encouragement to be creative than



"Hector, let's play school. You be the principal, and I'll be a teacher."

they give girls. Girls are either ignored or rewarded merely for following directions and for doing assigned work.

Many studies have demonstrated that boys make up the majority of teachers' behavioral problems and that teachers tend to discipline boys more harshly than girls. In *Psychology of Women: A Study of Bio-Cultural Conflicts*, Judith M. Bardwick speculates that a boy learns in school that he can get attention and respect from his teacher and his peers for nonconforming behavior. Thus, teacher criticism, a seemingly negative response, may actually lead boys toward greater independence, autonomy, and activity.

A boy whom the teacher harshly reprimands may temporarily feel put down but may also learn to defend and assert himself more as an independent being. The girl who is softly told she "did something bad" while the teacher gives her a reassuring (patronizing?) pat is less likely to develop self-assertive behavior that carries the risk of disapproval.

Moreover, research done by R. L. Spaulding indicates that a disproportionate number of teachers' negative remarks to girls concerned incorrect answers ("You're wrong, Sally"), a pattern that could only reinforce girls' sense of inferiority.

Other evidence indicates that even by the preschool years, boys tend to be more realistic about their achievements than do girls. Perhaps the criticism boys receive tends to be more task-oriented, helping them to better evaluate their skills. Girls may be receiving more general and more personal criticism leading to an oversensitivity to criticism and a tendency to do tasks to gain social approval rather than to meet one's own standards.

In my opinion, we need more unbiased research to determine differences in how teachers discipline and criticize boys as opposed to girls and how these differences affect their development. Also, teachers need to become increasingly self-aware of how they may be subtly shaping boys more toward independent achievement and girls more toward dependence and nonsustained achievement.

Also we need to discover if teachers are held more firmly accountable for maintaining order than for facilitating learning. If this is so, it is no wonder that they desire passive, conforming behavior from boys and gratefully receive it from girls.

Schools reinforce traditional sex roles in many ways. One way is through the authority structure of the school itself. Eighty-five percent of all elementary school teachers are women; 79 percent of all elementary school principals are men. Schoolchildren do not need to be taught the differential status of men and women—they learn it simply by attending school.

Another mechanism of sex-role reinforcement is segregated classes and activities. A number of grade schools have been "experimenting" with sex-segregated classes. The all-boy classes emphasize large-

muscle physical activity, team games, building, repairing, and other tasks "ordinarily performed by fathers." In one school, the all-girl classes include such activities as "dressing up like mother and playing house."

Even with classes that are not sex-segregated, certain activities, such as cooking and sewing, are encouraged primarily for girls, and other activities, such as woodworking, are encouraged primarily for boys. Physical education and playground activities frequently are sex-segregated. As children move through elementary school, certain subjects, such as English, come to be regarded as "girls' subjects" while other subjects, such as math and science, are perceived as "boys' subjects."

Even in free schools where there is no conscious attempt to sex type, the policy of allowing children to follow their own interests usually results in condoning the pervasive sex-typed activities the children have learned outside the school. Effective open classrooms, while basically noninterventionist, still require children to master basic skills. But intervening to require choices and activities that are free of sex typing has apparently not yet become an important concern of the open classroom.

The separation of boys and girls for seating, hanging up coats, and so on, and the choice of class helpers calls attention to sex distinctions and sex roles. So does sex typing in elementary school reading materials.

The same male-dominated authority structure, sex-segregated courses and programs, and sex typing in textbooks is also found at the secondary school level. In addition, some research findings indicate that counselors guide female students into "feminine" occupations and tend to assume girls desire marriage more than they in fact do. According to a 1971 *Report on Sex Bias in the Public Schools* by the New York City Chapter of the National Organization for Women, New York City has more boys' than girls' high schools and more restricted programs and more restricted course offerings for girls in both girls' and coeducational high schools. The *Report* also states that two of the four specialized academic high schools only recently began to admit girls and that innovation occurred only after a court battle.

Teachers' attitudes supplement and reinforce the institutional sexism of high schools. A recent exploratory study of the sex-role attitudes of secondary school teachers in and around New York City indicated that most of them differentiated ideal behaviors by sex. They wanted adolescent males to be dominant, independent, and assertive, and adolescent females to be submissive, dependent, unassertive, emotional, and concerned about their appearance. Also, in response to a statement about a "competent student interested in math and science," teachers indicated they would encourage a boy to build on that interest but be concerned that a girl develop competencies in areas besides mathematics and science to avoid becoming lopsided.

Despite the respondents' claims that they treated all students fairly and equally, differential evaluation according to sex-role stereotypes was evident. (These responses should not be interpreted as conscious malevolence on the part of teachers, but rather as an indication that teachers share in the unconscious sex-role ideology which affects us all.)

What can educators do to challenge and correct the detrimental effects of sex-role socialization in schools?

First, they must realize that schools mirror the elitism, racism, and sexism of our society. Thus, efforts to challenge sexism in schools must be perceived as part of a larger and long-range struggle to change the inequalities which schools maintain and perpetuate.

Issues which will benefit all men and women, not merely a privileged few, should have the highest priority. For example, struggles to end tracking are more basic than struggles to get a few more female students in the honors track, and attempts to open up the school authority and decision-making structure to all those groups affected by it are more basic than attempts to get a few more female principals. Efforts to rid schools of sexist attitudes and practices must be linked with broader efforts if all are to be successful.

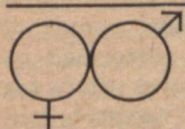
Second, since sex-role stereotypes are so pervasive, an individual teacher may find it helpful to work with other teachers in consciousness-raising groups and sex-role committees to better understand and struggle with the ways we are oppressed by (and oppress our

students with) sexist ideas and behavior. In addition to collective efforts to change classroom practices, teachers should form schoolwide committees to focus on curricular programs and materials; challenge sex-segregated classes and activities; and gather data on hiring and promotion practices, salaries, and so on.

Some resources for teachers and others wishing to do work in this area are listed below:

1. *Little Miss Muffett Fights Back* (a bibliography of nonsexist books about girls). Feminists on Children's Media, P.O. Box 4315, Grand Central Station, New York 10017.
2. *Let Them Aspire!* (report on Ann Arbor schools). Contact Marcia Federbush, 1000 Cedar Bend Drive, Ann Arbor, MI 48105.
3. Lollipop Power, P.O. Box 1171, Chapel Hill, NC 27514. (This organization publishes sex-role-free books for young children.)
4. Report on Sex Bias in the Public Schools. New York City Chapter, National Organization for Women, 28 East 56th St., New York 10022.
5. *Scholastic Teacher*. "Resources for Women's Studies." Jr./Sr. High Teachers Edition, p. 12. "Exploding the Fairy Princess and Other Myths." Elementary Teachers Edition, p. 11. November 1971.
6. "Sexism in the Schools: Focus on the Woman Teacher." *No More Teachers' Dirty Looks*. Vol. III, No. 1. 1972. BARTOC (Bay Area Radical Teachers' Organizing Collective), P.O. Box 40143, San Francisco, CA 94140.
7. Zimmerman, Bonnie B., ed. *Jack and Jill: This is the world that Jack built and Jill came tumbling after . . .* (manual for teachers). P.O. Box 405, Livermore, CA 94550. □

New Legal Remedies for Women



THE SCHOOLS AND SEX-ROLE STEREOTYPING

Women educators on all levels who are seeking fair and equitable treatment in situations involving initial employment, promotion, tenure, nepotism restrictions, and arbitrary maternity leave now have new legal avenues to obtain redress. Legislation recently enacted by the 92nd Congress, executive orders, and amendments to laws from which educators were previously excluded make this possible. The Equal Rights Amendment banning discrimination on the basis of sex, now ratified by 21 of the requisite 38 state legislatures, will effect even more sweeping changes in the status of women. Moreover, female students—including those in elementary and secondary schools—may now find that new legislation designed to ban sex discrimination in federally financed educational programs may also be used to effect far-

reaching changes over the next decade in instructional materials, counseling, physical education, extracurricular activities, and teacher behavior.

Because these educational components should enable young people to assume adult roles that increasingly do not conform to sex-role stereotypes, it is crucial that planners and policy-makers in the field of education confront issues relating to unequal treatment and opportunities offered to boys and girls, as well as to minorities, in American society.

The following federal laws and orders contain provisions which can be used to assist women educators whose rights have been violated or educators who seek new resources to change educational processes which encourage stereotyped sex roles and stifle optimal development for girls as well as boys and adult women

and men: Title IX of the 1972 Education Amendments; 1972 Extension of the Equal Pay Act of 1963; Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; and Revised Order No. 4 of 1971. This article explains the scope of these laws and orders and gives procedures for filing complaints.

Sex discrimination in education programs or activities is prohibited by Title IX of the Higher Education Act of 1972. The Act states: "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Title IX provides broad coverage for women teachers and students who participate or desire participation in federally funded education programs in private and public preschools; elementary and secondary schools; or any institution of vocational, professional, or higher education except military training⁶ and religious institutions.

Enforcement of this legislation is the responsibility of the federal agency administering the funds. The Office for Civil Rights of the Department of Health, Education, and Welfare is currently writing guidelines for enforcement. It is anticipated that the guidelines will cover admissions and sex-segregated classrooms. Interested students and teachers, education associations, and community groups can influence implementation of the act by making their views known to their legislators and to the HEW Office for Civil Rights.

Although this Act does require nondiscriminatory admissions policies for vocational high schools and institutions, professional and graduate schools, and public undergraduate coeducational institutions by June 1973, the full scope of the legislation will be interpreted in the guidelines.

These guidelines, NEA officials state, should include (but not be limited to) the following areas: curriculum (textbooks, audiovisual aids, and films); access to programs and classes previously open to students of one sex; counseling (sex bias in vocational and psychological tests, vocational advice, and courses of study); physical education (equal facilities, supplementary pay for women as well as men coaches); and employment (affirmative action plans for hiring women for management and administrative positions).

Complaints may be filed with the Office for Civil Rights, Department of Health, Education, and Welfare, Washington, DC 20201. Compliance with Title IX may be effected by withdrawal of funds or nonreimbursement for costs incurred in a particular program involved when a finding has been made that the funding agency's regulations concerning sex discrimination have not been followed. Voluntary compliance with the law is sought prior to withholding of funds.

When men's and women's jobs require equal skill, effort, and responsibility, the Equal Pay Act of 1963 (EPA) provides that they must be paid equally. New provisions, effective July 1, 1972, extend coverage of

EPA to executive, professional, and administrative employees—including academic, administrative, and teaching staff of all private and public educational institutions from preschool through the university level. The following kinds of employees of education institutions, for example, may not be paid differential wages on the basis of sex: teachers, librarians, counselors, deans, research personnel, administrative staff, and university press staff.

The Equal Pay Act is enforced by the Wage and Hour Division of the Labor Department's Employment Standards Administration. Local offices should be contacted to report complaints of violations of EPA. (Investigation of complaints is handled on a confidential basis so that the employer does not know the name of the employee filing the complaint.) The Wage and Hour compliance officers also check places of employment for compliance with the law. Voluntary compliance is first sought through informal means. However, if the employer does not comply with the equal pay standard, back wages may be obtained through the Employment Standards Administration or through lawsuits brought by the Secretary of Labor or the employee or through a court injunction obtained by the Secretary of Labor.

Increased pay, mostly to women, will be required where sex discrimination exists. In a precedential decision under the Equal Pay Act, the U.S. Supreme Court awarded nearly \$1 million in back wages to female employees of the Wheaton Glass Company in New Jersey. The Court indicated that jobs need only be "substantially equal" to be compared under the Equal Pay Act.

Under EPA, legal redress or administrative settlement may be sought relative to the following kinds of pay practices: denial of salary premiums to female physical education teachers who coach teams; unequal fringe benefits; unequal salary scales for men and women researchers and administrators employed by colleges and universities; hiring only women at lower wage rates for jobs which are performed by persons of both sexes; unequal entry-level salary for women college graduates employed for research, personnel, and administrative positions in institutions of higher learning; and paying women lower salaries, claiming that certain fringe benefits make it cost more to employ women.

The Equal Employment Opportunity Act of 1972 extends the enforcement powers of the Equal Employment Opportunity Commission and coverage of Title VII of the Civil Rights Act of 1964 to include employees of public and private education institutions, including elementary and secondary teachers. Under Title VII, employment discrimination on the basis of color, race, sex, religion, or national origin is illegal. Employment practices subject to Title VII include hiring, firing, layoff, recall, recruitment; wages and conditions of employment; promotional opportunities; assignment; overtime, sick leave, and vacation; insurance, health, and retirement benefits; or adver-

tising employment preferences based on sex. Employers of more than 15 persons, including state and local governments, employment agencies, and labor organizations, are subject to Title VII.

The Equal Employment Opportunity Commission (1800 G Street, N.W., Washington, DC 20506) investigates and acts on charges filed by or in behalf of a person or group of persons alleging that an employer, employment agency, or labor organization has violated Title VII. Charges may also be filed by education associations and EEOC itself. Within 10 days after a charge is filed, EEOC must notify the respondent of the charge of alleged unlawful practice. However, if the alleged violation occurred in a state or locality which has an enforceable fair employment law, then charges are automatically deferred for 60 days to the state or local fair employment agency.

If EEOC is unable to secure a conciliation agreement after investigation and informal persuasion, EEOC may, under the new law, bring a civil action in federal court against a private employer, employment service, or labor union. In cases involving discrimination by state and local employers, including school boards, the charge is referred to the Attorney General of the United States, who must decide within 180 days whether or not to file a suit against the employer. By the expiration of that period—if no conciliation agreement is made or if the Attorney General chooses not to bring suit—the complaining party must be notified that he or she may bring suit on his or her own behalf.

Federal courts which find that an employer has discriminated against an employee in violation of the Fourteenth Amendment equal protection clause may issue temporary restraining orders or temporary relief. These may include reinstatement with or without back pay and back pay less earnings for up to two years prior to filing the charge with EEOC.

Last March, EEOC issued revised regulations establishing guidelines on discrimination against married women and policies relating to pregnancy and childbirth. EEOC has found discriminatory an employer's policy which forbids or restricts the employment of married women and which is not equally applicable to men. Thus, women teachers can now challenge the following kinds of school board or university policies: refusal to hire or grant tenure to spouses, prohibiting the granting of a sabbatical leave to a husband and wife in the same year, and unwritten bans against hiring or promoting married women.

According to these guidelines, policies which exclude pregnant applicants or employees violate Title VII. Further, EEOC states: "Disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery therefrom are, for all job-related purposes, temporary disabilities and should be treated as such under any health or temporary disability insurance or sick leave plan available in connection with employment.

"Written and unwritten employment policies and practices involving matters such as the commence-

ment and duration of leave, the availability of extensions, and accrual of seniority and other benefits and privileges, reinstatement, and payment under any health or temporary disability insurance or sick-leave plan, formal or informal, shall be applied to disability due to pregnancy or childbirth on the same terms and conditions as they are applied to other temporary disabilities." (See "Court Bars Forced Maternity Leave," *NEA Reporter*, October 1972, for landmark appellate court victories for pregnant teachers supported by NEA's DuShane Emergency Fund.)

Underutilization of women by all educational institutions which receive any federal funds may be remedied through regulations for federal contracts. Job discrimination on the basis of sex by federal contractors and subcontractors was prohibited by Presidential order in 1968. In 1971, the Department of Labor, which enforces Executive Orders 11246 and 11375, required private employers whose contracts total \$50,000 to have an affirmative action program on file.

Although public institutions are not required to file such programs, HEW, which is the compliance agency for colleges and universities with government contracts, has insisted that they submit a program outlining plans to combat past discrimination against and underutilization of women and minority persons. School systems that are recipients of federal contracts have not been asked to submit affirmative action plans to date. They are, however, required to comply with nondiscriminatory funding agency rules regarding admissions and hiring of women and minorities. In the education profession, moreover, employment of women as superintendents, principals, assistant principals, supervisors, department chairmen, and administrators is lower than would be reasonably expected, based upon the availability of women for such positions.

Criteria for measuring whether there is such underutilization include the degree of female unemployment in the area; female proportion of total work force in the immediate labor area and recruiting market; promotable or transferable female workers employed by the contractor; and availability of training facilities and programs to upgrade persons with needed skills.

The education profession needs to put pressures on HEW to include in its budgetary requests the necessary staffing for compliance review of elementary and secondary school systems which receive federal contracts. These employers must analyze staff to decide whether women—and minority persons—are being underutilized and to establish goals and timetables for correcting deficiencies.

If a teacher (or a local association) plans to file a complaint under any of the above provisions, she should contact the DuShane Emergency Fund office or her state association for assistance with strategy.

—**Betty E. Sinowitz**, special assistant, DuShane Emergency Fund, NEA Teacher Rights.

About Christopher Jencks's New Book— Inequality

□ Jencks and company have provided a valuable service to a limited public in *Inequality: A Reassessment of the Effect of Family and Schooling in America* (Christopher Jencks and others. Basic. 1972.) Why a limited public? At \$12.50 a copy the assumption can only be that it was written for the chosen few. (This is in sharp contrast with the price of the new Nader book, *Who Runs Congress?* at \$1.95.)

The reader is exposed to 265 text pages dealing with inequities in schools, cognitive skills, noncognitive traits, educational attainment, occupational status, income, and job satisfaction. Finally, the last chapter tells the reader what can be done about the inequities.

Jencks lists a series of these inequities. (For example, the best educated 20 percent of the population has had four times as much money spent on its education as the lowest 20 percent.) However, a basic theme of the book is that even if all such inequities in schooling were eliminated, this would do little to raise the achievement level of children or improve the chances of going to college.

Occupational status, Jencks found, depends not on quality of schooling, but on the amount. Categorically he says, "The character of a school's output depends largely on a single input, namely the characteristics of the entering children." (It should be noted that Jencks believes nurture is more important than nature.) Nevertheless, Jencks claims that his data should not be used as a rationale for spending less money on schools. He says that without schools "few would learn to read and virtually nobody would learn algebra."

Jencks, who says that he alone is responsible for interpretation of the data, has advanced a thesis which ultimately concludes that public policy must put both ceilings and floors on people's incomes if economic inequality is to be lessened. The control is to be political; the means to the end, in effect, socialism. Perhaps our statement of his position is a little

strong, but when the facade of words is stripped away, this appears to be his remedy. Some will view his proposal as being self-defeating and visionary.

Basically the book is a rehash of old data and doesn't move much beyond analysis except in a vague way. Nevertheless, the book constitutes another piece of evidence that a free and open society must always be in a process of becoming if it is to remain viable.

What Jencks is really attacking is our system. Implicitly, he is saying that education is a subsystem of the larger system, which it therefore necessarily serves. Schools don't lead; they reflect and follow. It is the system then that must be reformed. National priorities must be changed if schools are to be changed. Therefore, he who would improve one aspect of our society must deal with the total society. Some would agree that this constitutes the greatest socioeconomic and political issue of our time.

Quite probably the tunnel-vision deschooling group will interpret this report as further evidence for such things as alternatives to our schools. But this is not what Jencks is saying or advocating. He is merely pointing out what we've long known—namely, that the inequities of our society run deep. These inequities are insidious and do not respond to piecemeal approaches.

Each area investigated by Jencks, Inc., is worthy of a book in and of itself. A real concern of the book is in dealing with inequalities existing between individuals rather than between groups. A society which eliminates the extremes of wealth and poverty is an end to be attained. The means to this end are somewhat questionable if the assumptions are inaccurate. People, being people, are going to find it difficult to be ashamed of earning high incomes.

At last, certain assumptions and findings are out in the public arena. For example, Jencks finds that schools are not "socialization agencies" which fundamentally change people. Educational attainment is not a powerful influence on status for the population in general, but it can and does help special groups.

No school ever pretended that it was the final bastion for the real schooling—living. Teachers need no longer be embarrassed by doubts about whether the magic they were asked to supply would indeed have an effect on the employment of their students at a later date. As teachers, they were never in control of the labor market. A quasi-regulated market exists now and has in the past. How one can wisely handle human resources on a lifetime basis is a critical issue facing the United States today. Teachers do not control this factor. Indeed, at times, one wonders who does.

Like it or not, cognitive skills and educational attainment are the two devices used by our society as a method of sorting out and credentialing. Jencks provides a valuable service by exploding some popularly held notions, such as that schooling by itself can be expected to produce equal results. He deserves the applause of a profession that has been consciously aware of this but has also been little heeded. The schools' "yardsticks" are about as real as the Gross National Product—in each instance, the sticks are quite gross.

Jencks says, "If we think of school life as an end in itself rather than a means to some other end, *such differences* [as whether schools are dull, depressing, even terrifying or lively, comfortable, and reassuring] *are enormously important.*" (Italics ours.) This observation may be the most important statement in the book. Kant held that every person was an end in himself and should be treated as such. Oh, that we could wave a wand and have an opportunity to function this way! We'd add that "thinking of school life as an end itself" is a means for each person to create a viable future for himself because he has learned the art of becoming.

Jencks says, "A school system that provides only one variety of schooling, no matter how good, must almost invariably seem unsatisfactory to many parents and children." Thus he calls for options within the system. This would produce greater equity, but such an approach is bound to be more expensive.

For teachers, a new struggle will begin. Currently the public emphasis appears to be 180 degrees away from what Jencks perceives in speaking of "school-life as an end in itself." Rather we have a drive for a narrowly conceived concept of accountability based on the three R's. Is the public ready to create policy enabling the schools to carry out those functions for which it is best prepared? Is the public willing to make a long-term investment in both the preparation and beginnings of sustained reform? If the answer is yes, then the public must be prepared to work closely with teachers in shaping new alternatives within the context of the public schools.

Jencks tends to leave one with the impression that public institutions aren't very responsive to social problems. And in truth, most schools have tended to sustain the status quo.

Many of the mandated changes have been based upon feelings of guilt. The massive move of the 1965 Elementary-Secondary Education Act was bound to have, at best, a limited effect. Why? It was money advanced without adequate planning time to develop programs. It was money that was turned on again and

off again. Under such conditions it is little wonder that no marked changes took place. But in spite of an almost capricious act, change did take place. Communities began to become deeply concerned about their schools and, more important, about what was happening to their children. Perhaps this is the hopeful beginning. We are seeing in the move toward community control of schools an assertion of the consent of the governed, especially in the inner city and among minority groups.

One cannot read this book without being deeply troubled. Under the existing conditions, teachers are trapped. They tend to be held accountable for things that they cannot possibly deliver. Politicians condemn our schools out of hand. The 1972 Democratic Party platform says that "our schools are failing our children." Many equate schools with teachers. And now Jencks says that "school reform is never likely to have any significant effect upon the degree of inequality among adults." And so it goes.

Jencks has asserted that he feels the report is "certain to be misinterpreted." This may be an understatement. He will probably be used by both ends of the political spectrum. He will be quoted selectively. He has something for everyone. Accordingly, it's up to educators to continue fighting the lonely battle for the survival of public education while simultaneously going to bat for changing our national priorities.

At another time, Lincoln wondered aloud whether any such nation could "long endure." And he professed faith in the experiment. But then the crisis was evident to all. Today we have a crisis and we're too damned complacent about it. We do need radical social reform, and anyone who doesn't know it is either ignorant or stupid or both. Ignorance is treatable, and Jencks should give us the incentive to get on with it.

To facilitate getting on with reform, it can only be hoped that before any more research is done to verify what we already know, energies should be turned to creating approaches to bring about societal reform. Reform of public institutions doesn't seem to be a national priority. The demand is in the rhetoric, but that's about where interest stops. Possibly what is needed is a real search for some solutions to our interrelated economic, political, and social problems which affect all institutions. And this requires reflection and not merely a rehash of data based upon past generations. The solutions needed for the future will not be discovered—they must be created.

—James W. Becker, director, and Dave Darland, associate director, NEA Instruction and Professional Development.

NEA DAY AT THE N



Some of the visitors outside the UN building. Braulio Alonso (rear), director of the NEA International Relations office and a former NEA president, arranged for the visit.



The day permitted the Executive Committee and staff to discuss UN formally and informally. Above: UN Secretary-General Kurt Waldheim addressed the NEA Executive Committee. In the other



photo, Stig Andersen, director, Office of Technical Cooperation, Department of Economic and Social Affairs (at left), chatted informally before his luncheon speech.



The Secretary-General with the Executive Committee. From left to right: Wade Wilson, President Barrett, Secretary-General Waldheim, Treasurer Nelson Kreuze, Vice-President and Presi-

dent-Elect Helen Wise, Ramon Huerta, George Gumeson, Roberta Hickman, Donald Blakeslee, Past President Donald Morrison, Ester Wilfong, and Acting Executive Secretary Allan West.

□ **NEA President Catharine Barrett has pledged continued NEA support for the United Nations and its specialized agencies, particularly where the issues of education and world peace are concerned.**

Her pledge to UN officials was made September 12, when the NEA Executive Committee spent a day in New York City being briefed on UN problems, accomplishments, and opportunities.

At the UN meeting, Mrs. Barrett called for more realistic worldwide teaching about the UN and its objectives and for worldwide discussion about how the UN can be made more effective. She believes intercultural appreciation is vital if the peoples of the world are to live in peace and harmony and that the UN is the best vehicle to help us reach this goal. Therefore, she said, our government must not retrench its legal financial commitments to support the UN.

Planned and arranged by the NEA International Relations office with the cooperation of the United Nations Association of the United States (UNA), the day included a breakfast-briefing in the UNA headquarters, a VIP tour of the UN, two panel meetings in UN chambers, a working luncheon in a private UN dining room, a meeting with the U.S. Mission to the UN, and a meeting with UN Secretary-General Kurt Waldheim. During the day, the NEA Executive Committee met with the three top UN officials.

Secretary-General Waldheim's remarks follow:

"Most if not all of us discovered long ago that the

world is a complex place, full of paradoxes and contradictions, with too many conflicting alternatives and far too little time and space in which to solve problems. The United Nations is part of that world in everything it does, and this is as it must be. One of its most valuable aspects is its role of providing a variety of means to examine and discuss these problems, even if they threaten at times to overwhelm us.

"In spite of this turmoil, there is also a growing awareness that a world community is emerging. And, in spite of all the problems that beset this organization, I believe that when the history of our time is written, it will show that the United Nations was in the vanguard of that movement. I hope that each of you joins me in that belief.

"Still, believing is not enough. There is a saying that the road to hell is paved with good intentions. It is primarily in the day-to-day working for the future that your responsibilities as educators and those of this organization as peace-maker and peace-keeper come together.

"It is true that we are becoming a world community. But nothing will guarantee, automatically, that this new community will be more just, or more peaceful, than the one we see all around us today. Fear, ignorance, hunger, and disease, the perennial plagues of aspiring peoples everywhere, can be just as much a part of the future 'global village' as they are today.

"In fact, there is every chance that solutions to the



Morning and afternoon panel meetings included addresses by Mrs. Helvi Sipila, Assistant Secretary-General for Social and Humanitarian Matters (above right), and F. Bradford Morse,



Under-Secretary-General for Political and General Assembly Affairs (seated at NEA President Barrett's right in the above photo).

many international problems that face us may be found, and perhaps even sought, in greater repression rather than in greater freedom, in a lowering of the quality of life rather than in its elevation. There are no magical alternatives.

"If there is to be more justice and more peace, we shall have to build these qualities into the institutions that we are creating, as we create them. And our success or failure in that effort will be a matter in which you and your counterparts around the world will have a large share of responsibility. We must not only talk about peace and justice, we must also reflect them in the opportunities we create for people to prepare for life and participate in life. I would say that this is one reasonably valid definition of 'education.'

"In the world today, we need multilateral cooperation. With all due respect to bilateral diplomacy, it can't solve all the world's problems. The international community must cooperate, or we have no chance to survive.

"We are now in a difficult period with evidence of lack of support for the UN, especially in this country. Perhaps Americans have expected too much from the UN and are therefore more disappointed than the Europeans, who haven't expected so much.

"With these thoughts in mind, I want to extend to you a permanent invitation for partnership: the United

Nations and educators around the world joined together to show people that the world of the future will be a world of their own creation, for worse if they take it for granted, for better if we work to make it what we know it can be."

A morning discussion panel dealt with "International Cooperation and Tomorrow's Citizens: The Role of Education." UN members on the panel were Ambassadors Mooki V. Molapo of Lesotho and Narcisco G. Reyes of the Philippines, as well as Mrs. Helvi Sipila of Finland, recently named Assistant Secretary-General for Social and Humanitarian Matters.

Mrs. Sipila is the first woman assistant secretary-general in the history of the UN. She was previously chairman of the UN Commission on the Status of Women and is a recognized expert on discrimination against women throughout the world and on the education of girls.

An afternoon panel on "The UN Behind the Headlines" featured F. Bradford Morse of the United States, Under-Secretary-General for Political and General Assembly Affairs; Brian Urquhart of the United Kingdom, Assistant Secretary-General for Special Political Affairs; and James Jonah of Sierra Leone, senior officer, Special Political Affairs, and Political Adviser to the UN on the Middle East. The discussion dealt with problems in Vietnam and the Middle East. □

The day ended with a round-table discussion at the U.S. Mission to the UN with Ambassador Christopher Phillips (at the head of the table, right). He called for support of the Senate bill post-

poning reduction to 25 percent financial support of the UN by the U.S. until December 31, 1973, to give our UN representatives a chance to negotiate with the UN concerning the reduction.



Laughter . . . a Saving Grace

GUNNAR HORN, head, English Department, Benson High School, Omaha.

□ **The students all laughed when the teacher sat down.** Someone had removed his chair.

That is slapstick, and if it is the only kind of humor that will bring a laugh from our students, we've got a problem.

"A sense of humor" used to rank right up there with "fairness" in the qualities students most desired in a teacher. I haven't seen any surveys recently, but if a sense of humor has dropped out of the list, we are all in trouble.

A good hearty laugh shared by students and teacher alike is a great equalizer and purifier. The experience wipes out, if only momentarily, differences in viewpoint. It clears the air, again perhaps only momentarily, but let's not sneer at small blessings. A laugh, happily, is more contagious than a frown, and only

a truly dedicated rebel can hold out against general hilarity.

Snickers, I expect, will always be with us. If the teacher inadvertently projects a double entendre, he might as well go ahead and join in the laughter. There is nothing wrong with blushing if one was brought up to do so, but for heaven's sake, don't get angry.

The teacher should encourage students to laugh at stuffiness and pomposity. If his effort in this direction accomplishes nothing else, it may prompt him to avoid personal displays of these qualities, and that is all to the good. Young people are so deadly serious about issues these days that I am beginning to wonder if we shouldn't offer courses in Deflating Balloons. As my own small contribution, I clip cartoons from the *New Yorker* for my bulletin board. All too often I have to explain the humor, which seems sad, but at least I take satisfaction from the fact that my students ask.

I don't believe in telling jokes in class. Few teachers can compete with the professionals that students see and hear on television every night. I do, however, believe in anecdotes when they illustrate a point pertinent to the lesson.

In my journalism classes I constantly stress the necessity of verifying information, and in connection with the study of libel, I point out the importance of getting names right. Sometimes I illustrate this point with the experience of Sherman, one of my former students who worked for a radio station in a Southern state during a vacation from college. Alone in the news room one night and about to go on the air with the late bulletins, he heard over the sheriff's radio that a man with the same name as the governor had been involved in a fatal accident. Apparently having forgotten my admonitions in journalism, Sherman went on the air with the *scoop* that the governor had been killed. The governor hadn't been, as he promptly called the station to report. The dead man had the same first and last names as the governor but a different middle initial. My ex-student promptly became an ex-newscaster.

The best laugh experiences grow out of the subject matter. Maybe all subjects don't lend themselves equally to humor, but I rather suspect they do.

Our English Department stationery carries the slogan, "There can be no greater service than the refinement of communication." We are all guilty, some of us more often than others, of fuzzy communication, and fuzzy communication is often funny. Teachers will recall the bulletins in *Up the Down Staircase*, if not similar ones from their own schools.

In journalism, when a student shows me a story that begins something like this: "The exchange stu-

dent told about mosquitoes in Mr. Davey's sociology class in his native Ghana," I ask, "Do you really mean that?" If my question prompts the student to see his error, good. If not, I ask him to read the statement to the class. When his classmates laugh, he knows he has committed a gaffe and will usually take pains to express himself more accurately next time. Another remark that often prompts a student to rework a sentence is: "You could be sued for libel." That remark, by the way, usually results in a chorus of student requests to read the questionable statement aloud.

Although I am all for picturesque speech, I doubt if it is a good idea for a teacher to echo the language of his students. He probably can't do it successfully anyway. An occasional borrowed phrase may have surprise value, and surprise, of course, is a major element of humor. Once in a while the teacher can replace "Please repeat that" with "Will you run it by again?" or "Let's have an instant replay." Or instead of asking students to organize their papers better, he might suggest "getting it all together." The teacher needs to remember, though, that once the surprise factor is gone, these phrases are no funnier than the old standbys.

Some students, but certainly not all, enjoy being teased. An alert teacher soon learns to discriminate. In case of doubt, I ask a student privately, "Do you mind my teasing you?"

I am not referring, of course, to such brutal remarks as "Where were you brought up, in a barn?" which I remember from my own youth, but rather milder ones, such as "That is a beautiful answer; I wish it were right." If I ask a tricky question and a student raises his hand before he could have had time to really think, I may put him off with "Don't answer too quickly, Jim. Remember that whatever you say may be used against you."

A little humor will often liven up an exercise or even a test. In the case of the latter, a laugh will do wonders toward alleviating the tension many students feel when under pressure.

In making up sentences, I use names from the class here and there. Thus: "John Wilcox, who made the winning touchdown in Friday's game, is a member of our class." John loves seeing his name in print, even if only on a mimeographed sheet, and his classmates enjoy having a celebrity in their midst. If a student has had difficulty with a particular grammatical construction, I may give him a clue with a sentence like this: "How Dennis could miss a noun clause was a puzzle to his teacher."

In a test with multiple-choice questions, I scatter a

few light items like the following among the more serious questions:

—Art Buchwald is (a) a leader of the Yippies, (b) a popular satirist, (c) a German novelist, (d) principal of this school.

—Archie Bunker's favorite propaganda device is (a) name calling, (b) card stacking, (c) bandwagon, (d) transfer trick.

—This test is (a) easy, (b) difficult, (c) mind-expanding, (d) weird.

In a true-false test, I often throw in some student names, with associations the whole class will recognize:

—Debbie is an advocate of freedom of speech.

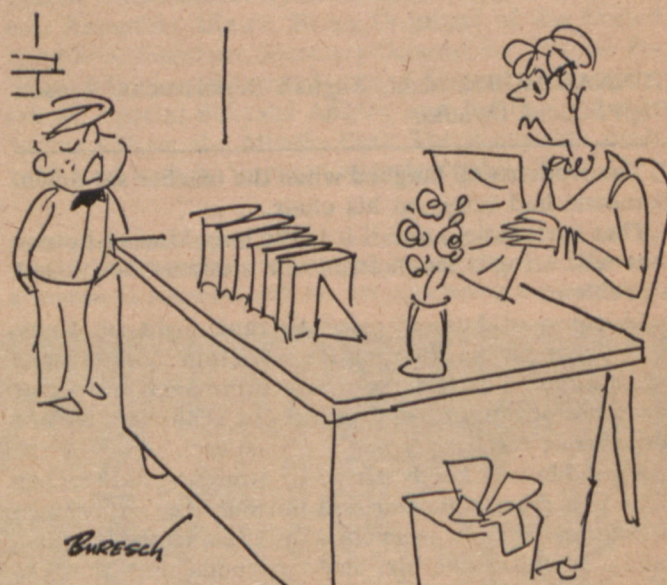
—Bruce says chewing gum relaxes him, so we should all chew gum.

—Kim has to fight off the girls since he switched to Hai Karate.

I may end a final examination with "Explain in 10 words or less what makes this the greatest course you ever took."

Sudden bursts of laughter around the room tell me at what point students are in the test. I don't know that they do any better on the test, but at least they have more fun taking it.

Laughter has been called a saving grace. In a time when there is little enough grace, let us at least have laughter in our classrooms now and then. □



"I know it's a mess, but the real hidden beauty in homework like this is nobody will be able to copy it."

Tommy Has a Speech Problem

—what the teacher can do about such handicaps

RONALD GOLDMAN, professor, and **KATHRYN B. HORTON**, assistant professor, hearing and speech sciences, Vanderbilt University, Nashville, Tennessee.

□ Eager and excited, six-and-a-half-year-old Tommy Smith attends his first day of school. His teacher's first activity is to have each child stand and introduce himself to the class. When it is Tommy's turn, he stands up and tries to say his name clearly, but what comes out is "Ah-ee." His teacher strains in her attempt to understand him, the other children giggle, and Tommy lowers his head in shame and embarrassment. What an unfortunate introduction to education!

Tommy is a child with a speech impairment. But is Tommy's problem simply one of impaired speech? The answer obviously is No. His speech represents a handicap of potentially major proportion. If his speech does not improve, Tommy's fear and embarrassment may change to avoidance and withdrawal, and one of the academic by-products of his speech problem may be significant difficulty in mastering phonics and reading, the basis of all future learning.

Special help and training must be made available to Tommy in the first years of school. The speech and hearing specialist must provide training; the teacher must provide both academic and emotional support. In cooperation with the parents, they must try to prevent the child's speech impairment from becoming a handicap.

Speech problems like Tommy's are not uncommon. In the school population, speech impairments make up the largest group of special problems. Approximately 5 out of every 100 persons in the United States exhibit some disorder of oral communication. If one accepts the notion that oral communication is the basis for all other linguistic skills including reading, this 5 percent figure gains in significance.

The most common speech problem the classroom teacher is likely to encounter is that of misarticulation. Tommy and other children like him have trouble correctly producing the sounds of speech, particularly the consonant sounds requiring complex motor coordination. The sounds *s*, *r*, and *l* and their combinations are most likely to cause difficulty.

The second most frequent problem is dysfluent speech. This category includes stuttering and the infrequent problem of cluttering (a defect in which phonetic units are distorted because of too rapid speech). The stuttering child exhibits a noticeable disruption in the flow of his speech. His dysfluency may range in severity from mild repetitions and/or prolongations to extended silences and blocking accompanied by bizarre facial and body contortions.

Billy, a seven-year-old stutterer, when questioned in class, struggles to say the first word of his sentence, "My." He closes his eyes and presses his lips together tightly, but nothing happens. The harder he struggles the more apparent his problem is. By contrast, when Billy talks with his dog at home, his speech is perfectly fluent. In this situation, he is at ease and unconcerned about speaking. In the classroom, he struggles to avoid stuttering, trying too hard to speak fluently.

The third category, disorders of voice, includes deviations in pitch, loudness, and/or quality. The child who is chronically hoarse or whose voice has a nasal quality demonstrates a type of voice disorder. Often these problems require medical attention. Thus, the primary responsibility for ruling out physical bases of voice disorders lies with the pediatrician and otolaryngologist. The teacher should always refer a child with an apparent voice problem for medical consultation.

Finally, language disorders represent problems in the understanding and/or expression of the system of spoken symbols. Often a speech disorder is part of a larger problem of learning disability that includes difficulty in reading and writing. The child with a language disorder of any significant degree requires special educational management, which this article will not discuss.

Without the active assistance of their teachers,

the Billys and Tommys in our schools will have greatly reduced chances for achieving improvement. Their speech impairments can become speech handicaps, and it is the teacher's responsibility to try to prevent this from happening. What then can the teacher do?

To begin with, he can identify those children whose speech is deviant and refer them to a speech and hearing specialist or center for evaluation. When in doubt, the teacher should always seek consultation.

Next, the teacher should keep in mind that he is a speech model and, therefore, has a *special* responsibility to provide the best possible model. (A revealing and helpful practice for the teacher is to tape-record a lesson and then critically evaluate his own speech effectiveness.) He should articulate precisely, use appropriate patterns of intonation and stress, and speak moderately slowly. He should *always* face the children when he talks and use natural gestures for emphasis and meaning.

The teacher should also realize that he is a reinforcer and shaper of communication attitudes. Children need and want to interact with their environment. They must be encouraged to put their ideas into words. Those like Tommy and Billy are already reluctant to talk because of their past unpleasant experiences. The teacher must be especially sensitive to this fact and exert every effort to make speaking a pleasant and rewarding experience.

It is easy to inadvertently punish a speech-impaired child (or any child) by focusing on the *way* he is saying something rather than on the *message* he is trying to communicate. The following incident illustrates the point: A first grade girl with a severe misarticulation problem imperatively raises her hand. In the busy classroom, a minute or so passes before the teacher responds to her. When he does, the child verbalizes inarticulately her need to go to the bathroom. The teacher is so struck by her misarticulations that he fails to recognize her urgent need. If his attention had been on her message rather than on the way she was talking, he might not have needed to call the custodian to mop the floor.

The teacher can avoid such unfortunate situations by familiarizing himself with the speech-impairment patterns of his speech-defective children—with their sound omissions and substitutions. He will then be able to understand their messages easily without requiring them to repeat. And, he can further facilitate their success by ensuring that their classmates also understand them. To do this, he restates or feeds back, in a natural manner, the speech-impaired child's message.

If speech-impaired children are to enjoy speaking and to gain confidence in their speech ability, they must have an adequate chance to talk. The teacher who attempts to protect them by removing their responsibility to talk does them a disservice. However, for children like Billy, whose speech is a struggle for

them and distracting for their listeners, the teacher must create speaking opportunities in which their chances for success are optimal.

The whole communication tone of the classroom will be determined by the teacher and by his verbal and nonverbal reactions to the attempts of his children to talk. If the teacher does not take that extra step necessary to understand the speech-impaired child and if the teacher's facial expressions show dissatisfaction, pity, frustration, discomfort, and so on, he will further discourage the impaired child from wanting to talk, and the other children will probably imitate his reactions.

The teacher can also promote the development of listening skills, which are basic to good speech as well as to reading comprehension and phonics. The ability to listen is particularly important for the speech-impaired child and basic to many speech pathology programs. In order for a child to correct his sound errors, he must first be able to detect them. Therefore, activities that foster abilities in speech sound discrimination, auditory memory and sequencing, and sound blending are recommended. The teacher may also enhance children's auditory skills by the use of available phonic programs, some of which focus directly on these skills.

The teacher can serve an extremely important function by helping the children apply the speech behaviors they learn in the speech therapy setting. (Fulfilling this function requires close collaboration and cooperation with the speech specialist.) The clinician who helps children correct defective sounds can provide them with only very limited practice opportunities. The teacher can significantly extend this practice. Tommy, for instance, may be working in therapy on correctly producing the *t* sound. In class, his teacher can monitor and positively reinforce his correct production of his newly learned sound. When Tommy says "two" instead of "oo" or "ten" instead of "en," the teacher might respond by smiling, nodding approval, and saying to him privately, "The way you said the *t* sounds in your number words sounded good, Tommy!" This kind of assistance from his teacher will increase Tommy's chances of carrying over his learning from therapy.

The teacher can give valuable suggestions and information to the speech specialist. The information may include relevant facts about the child's performance in the classroom, his home environment, and his social interactions. Also, the teacher can offer constructive assistance to the specialist in coordinating the child's speech correction program with his classroom curriculum.

Whether he wishes to or not, the teacher will exert a major influence on the communicative effectiveness of his children. This influence may be negative or positive. What he does will determine to a great extent whether speech impairments become speech handicaps or whether they lessen or completely disappear. □

Homework That Works

NANCY R. HALL, social studies teacher, Thomas Jefferson High School, Fairfax County, Virginia.

□ Homework evokes images of books dutifully hauled from school to home and back again—unopened—and of pupils clandestinely completing chemistry assignments during dull history movies and of students' papers carefully copied—even to the misspellings. It also evokes the image of conscientious, overworked kids who study from early evening until midnight, poring over busywork. Yet home assignments can provide opportunities to use human and physical resources not available at school, to individualize instruction, and to involve students in community activities.

The picture of Homework Harry scrawling answers to questions 1 through 10 at the end of the history chapter (omit questions 2 and 8) has all but disappeared from the educational scene. At least I hope it has. For one thing, Harry often refuses to use that precious commodity called time to do busywork.

Traditional homework assignments are done carelessly at best; more often they just aren't done. Take

the research paper. Too often teachers receive telltale replicas of encyclopedia articles, which begin: "George Washington, b. 1732, d. 1799. U.S. President, surveyor, cherry tree chopper. . . ."

Today's student must be convinced that the research topic is sufficiently meaningful and interesting before he will forfeit his favorite TV shows or puttering with his car or whatever. One of my colleagues, however, is a consistent convincer.

Her students reviewed James Baldwin's *The Fire Next Time* in a seminar on minority studies. After reading Baldwin's letter to his nephew, "My Dungeon Shook," the class wrote letters expressing some aspect of the current racial situation to any person—friend, relative, or public figure. The assignment provided an exercise in comparing various sources, bringing materials together, and using quotation marks and footnotes. Even more important, it encouraged more creativity than would a routine assignment.

Research papers may be more meaningful to students if they include among their sources personal interviews with local leaders, scientists, and others whose knowledge and experience are relevant to the topic. In preparing papers on Indian life, some of my history students visited an Indian reservation. (Did you know there are two near Richmond?) Others interviewed a VISTA volunteer who was familiar with the problems of urban Indians. A research assignment on prison reform led another student to discuss the problem with an ex-warden who also happened to be her father.

(Of course, turning hordes of students loose on the community without adequate preparation can be a nuisance to prospective interviewees. Teacher and students should recognize that it is unfair to inundate small offices or individuals working for themselves—and even large private or government agencies—with numerous requests for interviews or materials. One student might write a letter requesting material or do an interview on behalf of the whole class. He can pass the information on to the others.)

In planning out-of-school projects, I have found that research combined with action-oriented activities is most successful. For example, some creative students in one of my courses learned to prepare Indian food in connection with an assignment. (I can recommend the cactus salad, but beware the buffalo meat. The class concluded that those animals must have been prized chiefly for their hides.)

Some may contend that daily homework in any subject is necessary to teach a student how to plan and use his time well. But the student who is required to do one hour of questions on government every night isn't planning his time—the teacher is. A better procedure might be to assign projects that must be conducted over a longer period of time—from a few days to a month or more. In this way, a student may truly plan a schedule that allows him to meet all his obligations and permits flexibility.

Yet every teacher who has assigned a long-term

project is familiar with the dark circles and general malaise that characterize students on due day. While no cure for "procrastinator's disease" exists, some means of prevention do.

First, the teacher should clearly indicate the due date, which preferably should not fall the day after the annual sports banquet or the junior prom. He should also establish the penalty for tardiness, e.g., lowering grades a half mark for each day late. The teacher who is consistent in expecting promptness is most likely to impress upon students the importance of meeting obligations.

Whether planning individual or group projects, students may outline their objectives and the procedures they intend to follow. They can do this in the form of a contract subject to renegotiation from time to time. In this way, the teacher may help students to plan a project that is challenging yet reasonable in terms of their interests, abilities, and available time. An arrangement—formal or informal—for reporting on various stages of a project may assure that students are consistently working on the assignment. Moreover, students know exactly what is expected of them and hopefully won't ask at the last minute, "Hey, Teach, what are we supposed to do?"

After a frank and affable rap session with leaders of a citizens' association, a group of students in a government class decided to work on the public's need for a traffic light at a dangerous intersection. Subsequent class discussions on the problem led to a visit to the local police station for accident statistics at that intersection, phone calls to the county board representative of that district, and interviews with a member of the state legislature. Students with after-school time conducted the personal interviews; those who weren't free after school served on the telephone committee or worked on written reports.

The above assignment fulfilled several criteria that are desirable in home assignments. Students planned their own project, used resources not available inside the school, became involved in a community problem, and worked on an individual basis.

Another assignment that fulfilled these criteria was a government program in which students served as office assistants to members of the Fairfax County Board of Supervisors. After working out schedules with the Board, the "Young Interns," as they called themselves, performed office duties on an average of two afternoons a week. By answering phone calls, following up on citizens' complaints, filing letters, and attending board meetings, they probably learned more about local government than they would have from reading textbooks and listening to class lectures and discussion.

Of course, not all students had time to devote to the intern program. However, even those who had after-school jobs found they could participate in an alternate project: an election campaign. In their spare moments they phoned citizens or scanned college student directories as part of a voter-identification program. From doing this, they gained a taste of

the nuts-and-bolts activities that are essential to a not-always-glamorous election campaign.

Sometimes individual or group field trips stimulate interest in a project that involves out-of-school time. But, here again, the class should discuss techniques of interviewing and the necessity for conducting research on an issue in order to prepare pertinent questions.

Each of my juniors identified a contemporary problem of concern to him and took an individual field trip to interview people who could provide information on that problem. Students interested in juvenile delinquency visited a county detention home; those concerned about treatment of the mentally ill interviewed social workers at a nearby mental hospital. Others talked with biologists, lawyers, and free school personnel in connection with projects on environmental, legal, and educational reforms.

At this point, teachers of math, shorthand, or Spanish are no doubt musing, "These projects are all right for English and social studies teachers, but we must assign more traditional homework so our students can master the necessary concepts of our subject through regular application and practice."

Generally speaking, teachers in these fields recommend providing some class time to answer questions arising from a new assignment and to correct homework. One math teacher states that he uses class time to introduce and explain new concepts. Home assignments provide as many applications of the concept as possible. Students usually start the assignment in class, so that if they run into problems, the teacher is there to help them.

A friend in the French Department reminds me that the key to learning a foreign language is repetition in different situations. Moreover, students must use out-of-class time to gain written practice in the language so that class time may be devoted to speaking. Written assignments are corrected in class to provide feedback.

Yet Miss French Teacher confided that one class—despite all urging—simply refused to do homework. She finally came to an agreement with the recalcitrant lot: If they would use their time conscientiously in class, she would suspend homework assignments. They would, and she did.

The French teacher recognized the art of the possible. In some cases, no homework may be the best solution.

Teachers who see after-school assignments as a necessary complement to classwork face a hard-sell job in persuading students that a project is worth doing—and worth doing well. But if the assignment arises out of a student's genuine interest in a topic, he is more likely to devote the time and energy necessary to complete the project. When homework must compete with dates, after-school jobs, and Flip Wilson, it's got to turn students on. Otherwise, they tune out. □

If a Toucan Can, You Too Can



This bird is the perfect
symbol for a multimedia,
multiethnic, multiage,
people-oriented school.

HELEN GORDON, *English teacher, Central High School, Waterloo, Iowa; president-elect, Waterloo Education Association; and former language arts specialist, Grant School, Bridgeway Project in Waterloo.*

□ "What's so different about Bridgeway?" my friends ask, referring to a project at Grant School in Waterloo, Iowa. I reply, "Nothing. It's as ordinary as everyday life." The kids in it read readin' and write writin'. It has standardized tests and recesses. It has orchestra, hot lunches, buses, learning packets, teams, mods, macrame, behavioral objectives, playground duty, open classrooms, contracts, and basic readers. It has audiotutorial programs, phonics programs, listening programs, and controlled-reading programs.

It has modern math and individualized math, parent conferences, report forms, and PTA. A school nurse comes in for a day and a half; a counselor, for a day or two or fractions thereof; a speech clinician, for parts of days; a school psychologist, for some part of some days of some weeks. The project also involves teacher associates, parent volunteers, and community volunteers.

School begins about 9:00 a.m. and ends about 3:30 p.m. On orchestra days, Tuesdays and Thursdays, classes start a little later, and the lunch count is usually off.

Every team has four teachers, and none of the teaching teams does the same thing with its mods or packets or contracts or machines. They all have small, cluttered planning rooms with coffee-stained furniture. And, contrary to what our principal likes to believe, we fight out a lot in planning sessions. He calls it brainstorming or, at worst, table pounding.

The teams I've just been describing are called horizontal teams, and it's true that after some of our planning sessions, bodies may be strewn about, but that's all for the good of the students. Each teacher is a specialist in his own subject, but we all get together across subject lines to help our kids. There isn't a gum chewer, thumb sucker, boy chaser, girl chaser, or potential physicist among them who doesn't get the full treatment from his team's teachers.

The students voted to name their teams after cats. Our six-, seven-, and eight-year-olds are Tigers; sevens, eights, nines are Cougars; eights, nines, tens are Ocelots; and tens, elevens, twelves are Jaguars.

Now the vertical teams are something else. Oh, I forgot to mention that our teachers of art, vocal music, physical education, and instrumental music and our coordinator of the learning center also make up a team. They don't have a cat name. Somebody at one of our teachers' meetings (we have those, too) suggested Civet Cats, but our special teachers really need a more gracious name. If they didn't take all the kids every day for 50 minutes, the rest of us wouldn't have time for horizontal meetings.

The vertical teams? (Sorry I digressed on the specialists. I'm still bothered about their name. I'll

call them the Special Cats.) The vertical teams are composed of all the teachers of the same subject from all the horizontal teams—teachers of language arts, science, math, and social studies. We order materials at vertical meetings. Yes, we have fat order books, too, and thin budgets. We eye each other's masking tape and Magic Marker supplies hungrily. The most powerful person in our Project is the one who checks those little pink or green invoice slips and dishes out the construction paper or chalkboard spinners or cassette players. When we don't get our teachers' manuals or our checkers and jacks, that person has to recheck the invoices very carefully.

The other everyday thing about Bridgeway is kids. Beginning with the Tigers at six years of age and ending (most of the time) at 12 with the Jaguars, all the teams have 50-50 black and white student populations. There aren't any minority groups except for the teachers, who are outnumbered about 26 to 1.

The school doesn't have any marks, curves, or percentages. Nobody fails and nobody goes to the head or the foot of the class. Occasionally, a parent misinterprets an X in the "Acceptable Growth" column as a C, and I've heard of a student's getting paid for having a certain number of "Commendable Growths," and some children become apprehensive about an X in "Needs To Improve." Teachers discuss progress in terms of individual growth and hope to help students learn to evaluate their own progress in school realistically.

The Grant Bridgeway Project began when a group of concerned folks in town figured that something should be done about the fact that our kids were separated black from white and east from west by our river, which actually runs northwest to southeast. Indeed, it had become a way of life for white West Side folks to distrust black East Side folks, for black East Siders to distrust any white West Sider, for white East Siders to distrust white West Siders, and for most of the whites on both sides to blame the blacks on the East Side for most of what was wrong on both sides.

As a result, some East Side schools had only black students. Grant Elementary (now the Grant Bridgeway Project) became de facto segregated.

Concerned people, black and white, decided that this was no way for Waterloo's children to grow into adulthood. After all, when these young people would be ready to go to work at Deere and Company, Rath's, or Iowa Public Service or to attend some college or other or to go anyplace besides home, they would have to face the fact that the Cedar River no longer shielded them from someone whose hair, eyes, speech, and family life were a bit different from their own. So, concerned citizens decided to bridge the Cedar with friendly human relations. As a beginning, they had access to several good concrete bridges and plenty of school buses. But they lacked the most important link—a sense of community.

If I try to tell you what these folks went through

to begin communicating with one another, I'll never get back to the kids. But blacks and whites, school board members and school administrators, principals and principals, principals and teachers, school people and business folks, parents and teachers, parents and children, committees for building renovation and committees for curriculum innovation did a lot of talking back and forth.

We teachers had grueling sessions, asking ourselves lots of questions. How would we use materials, equipment, and open spaces? How would we innovate?

We had workshops. We took tours of our own town. We called on parents. We got sensitized.

Three years ago this past May, the teachers, the principal, and parents who already had children at Grant got together with those who would be joining the staff or sending children to Grant in the fall of 1970.

One warm Sunday, we planned to have punch and cookies in the Grant gym, but somebody had tried to burn down the building by setting fire to the stage curtains in the gym. Instead, we served punch and cookies in the annex building, and the principal took guests on a tour of the main building, which smelled like a smokehouse. The heat and fumes radiating from our gym suggested that not everyone wanted the Bridgeway Project to succeed. But the gym was refinished by that September and became one of our most attractive and extensively used areas.

I left that tea convinced that the bridges over the Cedar River should carry me and lots of other people back and forth across our community. I left also wondering what children and teachers could do to make schools more alive and make life more loving.

Since the fall of 1970, the school has had visiting college students, student teachers, members of community groups, and journalists swarming all over the place. Even the governor and a TV star have come to see us. Everyone arrives with a sort of special anticipation, with the look of people walking down the midway wondering if the Siamese twins really are fastened together.

Almost every time our principal expects to show visitors our truly individualized programs, I have every student in his seat listening to a story or writing, a math teacher is having a facts drill, a science teacher is lecturing his students on how to use equipment properly, and a social studies teacher is showing a movie.

The Jaguar's language arts teacher keeps a toucan in her room to highlight the theme for her individualized reading program: "If a toucan can, you too can." Two of the toucans caught cold and died. The present one, like the others, has an enormous multicolored beak. We think he's just the bird for a multiethnic, multiage, multimedia, people-oriented school. It takes a lot of tender loving care, but "If a toucan can, you too can" travel a long way and meet life where it's at. And that's all that's different about Bridgeway. □

Body Language

CHARLES M. GALLOWAY, professor of education, The Ohio State University, Columbus; **ROBERT KOCH**, school psychologist, Los Alamos (New Mexico) City Schools; and **JAMES FUGATE**, guidance counselor, Wedgewood Junior High School, Columbus, Ohio.

□ **Jim Wilson, an English teacher, was 15 minutes late** for work. As he scurried toward his classroom, Kenneth Harris, a colleague, was the only person in the long hall of the school building. Slouched against the door of his room, Kenneth was facing Jim, deliberately holding his wristwatch up before his eyes. Kenneth never looked at Jim but gazed at the watch with a sardonic, amused smile on his face.

Jim's paces became longer and slower, his eyes narrowed, his arms stiffened, and his fists clenched. He passed by Kenneth Harris without a word.

When he entered his classroom, Jim's heart sank at the sight of Mr. Sperry, assistant principal, standing before the teacher's desk taking attendance. Without a word, Mr. Sperry handed Jim the roll book and turned abruptly to leave. At the door, he paused as if he were going to speak, stared at the class, glanced at Jim, then dropped his eyes. He shook his head and softly shut the door.

Two or three of the students guffawed.

Jim took two quick steps toward the class, put his fists on his hips, and moved his face forward. His facial expression was stern as he let his eyes flick from face to face, pausing overlong at each one.

Nonverbal communication of the sort just described is a large part of any face-to-face interchange between

The October 1971 issue of *Theory into Practice*, for which Dr. Galloway is associate editor, contains a series of articles on nonverbal communication for education. (Copies are still available from *Theory into Practice*, 149 Arps Hall, Ohio State University, Columbus 43210.)

people. Even a speaker who has never heard the word *nonverbal* watches his listeners to gauge if they are interested in or understand what he is saying. Students watch a classmate's face while he answers a question and study the teacher's face for nonverbal cues that will tell them answers to several questions, such as Is the answer right or wrong? Is the teacher pleased or irked by the student's answer?

When a teacher teaches, he does some talking, but he also communicates nonverbally. His nonverbal expressions are loaded with potent signs that signify something about the students, the teacher himself, and how he values the subject he is teaching.

Charlotte Heiney had just explained to her fourth grade arithmetic class how to do a problem. Without asking whether the students understood, she turned to the chalkboard and went through the problem again. Nonverbal cues had informed her that the class was confused and needed more instruction.

After the second chalkboard lesson, Miss Heiney sat at her desk to observe the new boy who had transferred to her class the day before. He seemed frustrated with the problems—frowning, biting his pencil, and glancing up at the chalkboard as though a hint of direction might remain.

Miss Heiney also noticed that Leon was watching the new boy. Leon caught Miss Heiney's gaze and made a small horizontal head shake. Miss Heiney nodded, then cocked her head slightly to her left. Leon went over to the new boy and slipped into the next seat. Soon the two were busy with whisperings, quizzical looks, and penciled explanations. A couple of the children glanced at the boys, looked at Miss Heiney, exchanged smiles, and returned to work.

As this example demonstrates, students are tuned in to their teacher's nonverbal signals. Even the very youngest of them will not hesitate to respond when someone asks, "Who is your teacher's pet? Is your teacher afraid of the principal? What subject does he like to teach best?"

Students know these things and much more about their teacher. They read attitudes from observing nonverbal cues. Ask a second grader to repeat the teacher's exact words when he scolded Terry, and the youngster will respond with blank looks and faltering attempts. But ask him to "show how the teacher was" during the scolding, and he will instantly fall into postures and poses replete with gestures and expressions.

The teacher's silent signals let students know what he thinks about them. Almost every time a teacher talks to students he probably shares his evaluations of them.

Old Miss Wilson walked down the long hall to a meeting to decide whether Eric Smothers would be expelled from school. Eric, his parents, and several staff members were already seated in the principal's office. Miss Wilson walked over to Eric, bent over slightly, and smiled as she looked intently into his eyes. At the same time, she gave his forearm a firm

squeeze. Without a word, she then nodded to Eric's parents and took her seat.

During the meeting, several teachers emphasized that they wanted to be fair, that they wanted to do the best thing for the school, and that they wanted to make the "right" decision for Eric. Then the staff retired to an inner office to vote.

Eric wandered out near a secretary's desk. "Good luck, Eric. How do you think it'll go?" she asked.

Eric stared at her a moment to see if she was sincere or merely "making nice noises." Then he said, "It'll be five to one against me. Miss Wilson will be the only one willing to give me a break."

Finally the door of the inner office opened, and the group emerged. Miss Wilson shook hands with each parent, gave Eric a quick hug, and left. The others avoided the anxious gazes of Eric's parents and did not look at the boy. He would not have noticed if they had, for he kept his eyes on the floor in front of him.

"Holy smoke," the secretary whispered to herself, "the kid was right."

A facial expression, gesture, posture, glance, vocal pause, or a dozen other actions can express a message. Without uttering a sound a teacher can indicate he dislikes papers written with dull pencils, likes poetry, or prefers boy students. Without a single word he can convey that he thinks a student is dumb, smart, pretty, ugly, dirty, or unimportant. And the child gets the message! Indeed, teachers can express nonverbal messages that they would never have the courage to state verbally and would retract if they knew their students had decoded them.

Teachers develop a tendency to use their eyes to control student behavior. They stare. They look over the tops of their glasses. They wink. They narrow their eyelids. A certain glance signifies, "Stop that!" A teacher's gaze can tell a student to answer a question or to pay more attention. A teacher's visual monitoring of a classroom is a powerful way of influencing student behavior, encouraging the best and subduing the worst.

Students understand these silent instructions, urgings, and admonitions. Their behavioral responses are consistent with nonverbal directions which the teacher gives with his eyes.

Other parts of the body can convey meaning, too. Facial expressions (smiles, frowns, eye twitches, nose wrinkles, eyebrow lifts, flushing, or blanching) can express emotions and attitudes, such as anger, fear, amazement, humor, puzzlement, and happiness. A facial expression can be a wordless way of saying, "That's good thinking, Harry" or "I'm not amused at your attempt to be funny, Jim" or "Mary, will you rephrase that? I don't quite understand what you mean."

A person's posture can convey alertness, boredom, disgust, eagerness, enthusiasm, and energy or lack of it. In effect, every pose and body attitude has a potential meaning of its own.

Physical proximity intensifies body messages. For example, if a teacher stands close to a student and scolds him or compliments him, the scolding seems more severe or the compliment more genuine than if the teacher had been standing at a distance from the student.

Touching, the most powerful of nonverbal signals, can be the most threatening or the most pleasurable. Teachers sometimes say something like "I bawled him out, and it didn't seem to be registering. Then I got so mad I nearly grabbed him, and he finally got the message."

Likewise, a loving touch is a tool at the teacher's disposal. Recent surveys show that 90 percent of children aged seven to 10 welcome all the hugging and patting that they can get from both parents and teachers. Older students, more aware of society's taboos on touching, express a desire for arm squeezes; pats on the back; and quick, one-armed shoulder hugs.

If students came into contact with a teacher only a few times, the teacher's nonverbal cues might not be so significant. But, in most cases, classes have an opportunity to observe their teacher day after day, week after week, month after month. They get to know him very well and can determine when he means business or when he is kidding.

For example, a teacher had warned his class to get to work, that he would brook no nonsense. Everyone settled down, but later in the morning, a new student was amazed to see his classmates start to horse around. The teacher seemed undisturbed. At noon, one student explained the mystery to the new boy, "Well, when he said to get to work, we could see he really meant it. But later when he sat in a more relaxed way, we realized that it would be OK to start fooling around. We've kind of learned his ways."

Students need to know their teacher. In fact, if they cannot succeed in making accurate predictions about teacher behavior, they become uncertain and anxious. A teacher needs to send messages that are predictable. When he is inconsistent about what he says and what he does, students become confused. However, they are more likely to place greater faith in the teacher's nonverbal messages than in his verbal ones when they have to make a choice.

Teachers have behavior problems and management difficulties when they fail to maintain consistency between nonverbal expressions and verbal expectations. For example, after harping on the need for students to turn in homework a teacher throws homework papers into the wastebasket uncorrected. In response, students may turn in sloppy or incomplete papers.

When incongruity exists between the teacher's verbal and nonverbal messages, he says to students, in effect, "I don't really mean what I'm saying. I'm just talking. I'm just playing the teacher game." When this occurs, students begin to play the I'll-pretend-to-learn-and-you-pretend-to-teach game.

Videotapes of student behavior in a class prove
(Continued on page 62)

Toward a Confederation of American Public Employees

TEACHER ADVOCATE—

Second in a Series

This six-page Teacher Advocate section is the second of a number of regularly scheduled *Today's Education* features dramatizing the ways the United Teaching Profession helps teachers by building strong local and state associations. Teacher Advocate stories will focus on the role of the organized profession in training association leaders, negotiating strong teacher contracts, fighting for solid public support of the schools, and building the economic strength of teachers. News stories about association actions appear in the *NEA Reporter*; the Teacher Advocate attempts to tell the broader story of the organized teaching profession's ongoing programs that build teacher strength.

WASHINGTON, DC, August 24—Three public employee organizations, National Education Association, American Federation of State, County, and Municipal Employees, and the International Association of Fire Fighters, declared that they will fight all attempts by local governments to redirect funds earmarked for government employee salaries which may be affected by the Nixon Administration's wage and price freeze.

"The three public employee organizations have a combined membership of 1,770,000 (NEA, 1.1 million, AFSCME, 520,000; and IAFF, 150,000).

"We are, therefore, serving notice that our organizations will take appropriate action at every level of government to insure that monies allocated for employee raises not be diverted for other expenditures. Our local bodies have been instructed to meet with local officials and to insist that wage revenues be placed in escrow accounts, to be paid to the workers when all questions are answered."

These excerpts from a 1971 press conference triggered the initial salvo in the battle to protect public employees' interests during the Wage-Price Freeze.

Meetings with White House staff and other contacts, a massive public relations effort, and complex legal maneuvering characterized the infighting which finally won for teachers and other public employees a degree of justice in a situation which had appeared hopeless on August 15.

The vehicle which enabled us to combine our strength with that of other public employees was a coalition of NEA, AFSCME, and IAFF founded in March of 1971. The coalition grew out of recognition of the common needs of all public employees in such areas as political action, litigation, legislation, and finance—in addition to the need for mutual assistance in the face of periodic crises (such as the Wage-Price Freeze) which blow out of Washington and the state capitals.

NEA, in conjunction with AFSCME, has been involved in litigation in Colorado, Florida, Arizona, Hawaii and other states. Joint briefs have been filed in Colorado to protect the exclusive bargaining rights of the Denver Classroom Teachers Association against a challenge by the Denver Federation of Teachers (AFT).

The challenge was particularly disturbing in that it violated the sanctity of exclusivity clauses in a contract—a cornerstone of organizational philosophy. AFT's rationale for this challenge appears to have been that all principles of trade-unionism are subject to suspension by AFT when confronting NEA or one of its affiliates. AFSCME support of our position rose from a pragmatic realization that an AFT victory in Denver would constitute a setback for the entire public employee movement. Our joint effort was successful.

Our major effort in legislation has been to work for the passage of a national collective-bargaining bill. Until we succeed, this will undoubtedly be our most important joint legislative effort.

The improved chance for success in legislation



Catharine Barrett
NEA President



Jerry Wurf
AFSCME President



W. Howard McClennan
IAFF President

that results from combining the strength of public employees is matched only by the increasing urgency of need for sound federal legislation in many areas affecting public employees where state and municipal statutes have proved inadequate or regressive. The need for and advantages of combining resources to develop long- and short-range plans to adequately finance government at all levels are obvious. We cannot win economic benefits for ourselves or other public employees if the public treasury is empty.

In view of the common needs of the more than 13 million public employees and the obvious advantages of working together, the wonder is that it has taken all of us so long to recognize these facts. The difficulties of coalescing, however, are real because alliances of organizations, as in the case of nations, require enormous patience, mutual forbearance, and a clear definition of the legitimate self-interests of the members of the alliance.

NEA, historically, has prided itself on its independence of both organized labor and big business. AFSCME and IAFF, on the other hand, are affiliates of AFL-CIO and are deeply committed to that institution and the confraternity of organized labor. The coalition recognized the problems inherent in alliance and initially established a rather loose working relationship. During this "trial period," no mechanism was created to form a secretariat to coordinate the actions of the coalition, and no funds were made available to finance the coalition.

The crisis encountered during the first year of its operation demonstrated the potential of the coalition but also exposed its structural weaknesses. In light of these lessons, the NEA Board of Directors and the Representative Assembly mandated that we seek to create a Confederation of American Public Employees

out of the existing coalition.

The spirit of the action is clear: NEA wants a closer and more formal relationship with other public employee organizations. The job of designing a Confederation of American Public Employees will not be easy. The structure must be sufficiently flexible to accommodate the reasonable special interests of every major public employee group in the country (including the American Federation of Teachers), while simultaneously having sufficient cohesion to speak and act both authoritatively and quickly on matters of concern. This means that funding must be provided, and an office and secretariat established.

Dualism, i.e., affiliation with a separate labor federation, is a further concern of public employee unions within AFL-CIO. NEA has no desire to jeopardize the relationship between an AFL-CIO affiliate within the Confederation and its parent body, the AFL-CIO, and so it will support safeguards to avert the possibility of friction.

A major question facing the Confederation is a determination of the appropriate role of our state and local affiliates. The need of confederation at the state and municipal levels is as pressing as at the national level. Ad hoc arrangements among public employee groups have functioned throughout the country for years. We believe that state and local affiliates must have a meaningful role within the Confederation structure if we are to develop viable programs and realize our true strength. Confederations at the state and municipal levels can be integrated into the national structure in such a way as to enable them to influence national policy while increasing their strength to confront local problems.

The success of this effort to found a Confederation will depend to some extent on our ability to attract as wide a group of organizations as possible. We want the various public employee associations both within and outside of AFL-CIO, as well as our state and local affiliates, to join with us in launching this venture to articulate and coordinate the voice of the American public employee.

In his address to the 1972 NEA Representative Assembly at Atlantic City, Jerry Wurf, the president of AFSCME, stated:

"In America, public employees were and are the last to organize for a voice and an involvement in our economic and professional destiny. These rights are already enjoyed by other members of the work force, whether blue collar, white collar, or professional. . . .

"In most industrialized nations, it is public employees who are the catalysts in developing effective movements for manual as well as professional workers. Generally, it is public employees in these nations who are among the strongest concerned voices within those societies. . . .

"We have this Coalition. It has been successful in spite of the concerns and sensitivities of the individual organizations. . . ."

—Ralph J. Flynn, associate director, *Affiliate Services, NEA.*

GIRARD D. HOTTLEMAN, director of educational services, Massachusetts Teachers Association, Boston.

Collective bargaining for teachers is now sanctioned by law in well over half the states. Year after year, teachers in state after state enter this relatively new arena, and their cumulative experiences seem to be allaying the fears of those who originally resisted collective bargaining.

Because teachers are primarily concerned with clients rather than with products, some people feared that the wholesale adoption of a labor-management tool would lead teachers away from their professional goals and toward the "industrial union model," which had, on occasion, produced such abuses as feather-

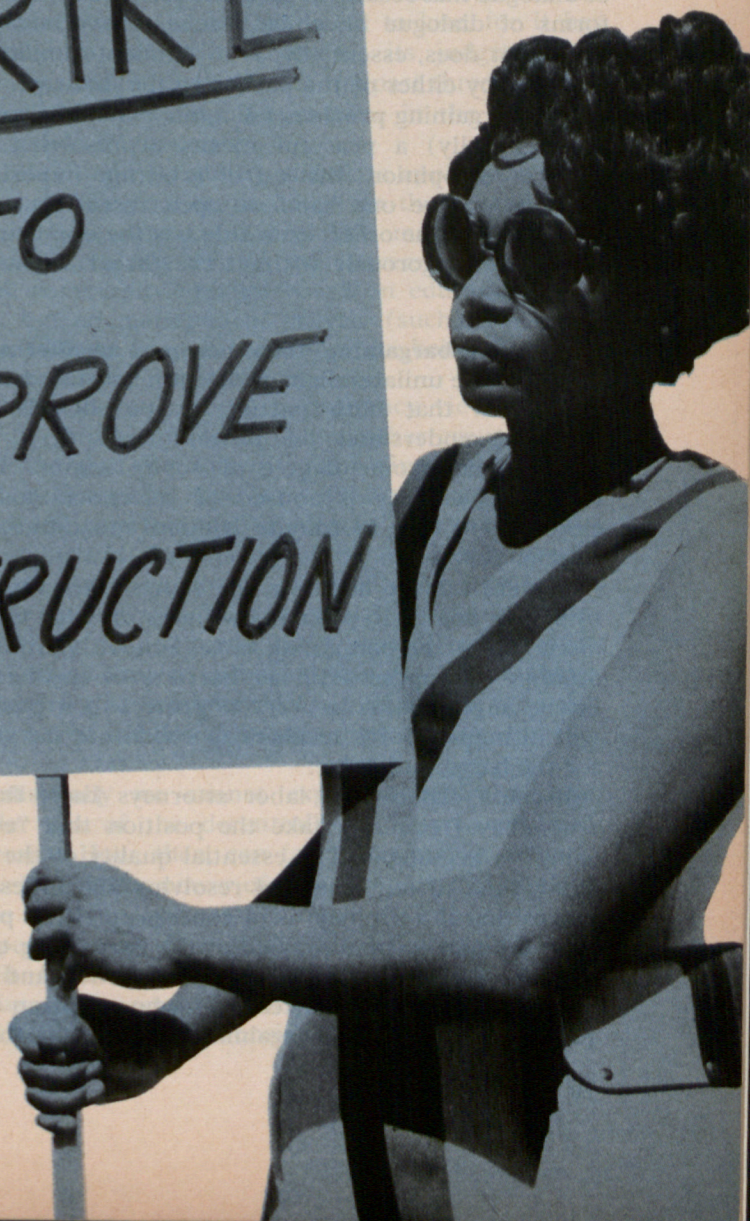
bedding, artificially controlled production rates, specious definitions of jurisdictional responsibilities, and a callous disregard of the impact that negotiated agreements would have on the consumer.

Teacher-negotiated contracts do not seem to be moving toward these abuses, however. On the contrary, evidence indicates that the drive for negotiated contracts by the organized teaching profession is producing agreements that not only benefit teachers but also contribute significantly to the improvement of the quality of education for children. Through bargaining, we have seen class loads reduced, specialists added, the curriculum enriched, and additional funds appropriated for research, evaluation, and improved accountability. The reason for these changes, perhaps,

TEACHER ADVOCATE

Collective Bargaining and the Emerging Profession

**ON
STRIKE
TO
IMPROVE
INSTRUCTION**



is that collective bargaining is a tool and, as is the case with any tool, its use depends upon the craftsman who wields it.

Over the years, teachers have shown themselves to be among the more altruistic and idealistic members of our society. Those who resisted collective bargaining in the early days should have kept this in mind. Neither collective bargaining nor the right to strike, neither the agency fee nor any of the other more controversial objectives of teachers can change the essential character of the American teacher.

With or without collective bargaining, the teacher still measures himself according to the degree to which he is able to improve the lives of children. A teacher is a healer of the disease called ignorance, and he has used collective bargaining—as well as every other tool in his possession—for that purpose.

Actual bargaining at the table is practiced by relatively few teachers. In fact, because it involves complex legal implications and a special language all its own, collective bargaining is often treated as a rather mysterious event.

Actually there is nothing mysterious about it at all. It requires some technical skills and special knowledge, but basically it is nothing more than a process of dialogue that results in greater equity than previous forms of dialogue in which teachers have engaged.

What it does, essentially, is to eliminate unilateral behavior by either of the parties to the dialogue. Collective bargaining provides for a fair dialogue process with (usually) a peaceful means of resolving differences of opinion. Instead of arbitrary imposition of rules on the one hand or open resentment and resistance on the other, each side has the opportunity to disagree vigorously without the threat of mutual destruction.

Collective bargaining, then, becomes an alternative to repressive unilateralism or attempts at naked force—provided that both parties (school boards and teachers) understand the process and put it into practice with some degree of sophistication. It is when the process is abused or misunderstood by either party that inordinate friction and unresolved conflict follow.

One such abuse has been the shortsighted attempt by school boards to put narrow limits on what can be discussed at the bargaining table. School boards that attempt to impose artificial barriers to the healthy interchange of ideas in order to protect their position will ultimately force teachers to substitute the strike for the bargaining table.

Because experienced labor attorneys know this is true, they frequently take the position that “everything” is negotiable. The essential quality of the bargaining act (a fair means of resolving difficulties) requires that if a problem is of concern to either party, then it ought to be discussed at the bargaining table. To deny dialogue is to increase frustration and friction. School boards and teachers who adopt an open position vis-à-vis the bargaining agenda find that it

leads to the resolution of problems rather than to the escalation of differences.

In enlightened communities, the bargaining arena becomes an effective route for the greater professionalization of teachers, a result which has obvious benefits for the improvement of the quality of education for which school boards are held responsible. In these communities, we are beginning to see the emergence of educational development councils of teachers to advise school boards on matters relating to curriculum and instruction, improved standards of education for teachers, and definitions of some of the minimum necessary qualities which make for a successful educational program. All this adds up to a better educational system and better teachers.

It is important to keep in mind that curriculum is *what we do* and instruction is *how we do it*. Hence, curriculum and instruction for teachers are not only the conditions of employment, they are the essence of employment. Matters concerning what the curriculum is or how it is arrived at, modified, and transmitted are legitimate areas of discussion in the bargaining process.

As a matter of fact, in communities where bargaining about these central issues has been ruled out and where there is no evidence of any attempt to bargain about improved quality of staffing and education, one can easily deduce that bargaining, even in classical labor terms, does not exist. What does exist is either a school board still trying to survive through the old suppressive methods—or an unenlightened teachers association which fails to recognize that the profession of teaching is, in fact, radically different from that of an unskilled day worker. In either case, it should be no surprise to anyone concerned that the quality of the school district in which these conditions exist is less than it should be.

Every profession goes through an evolutionary process before it is fully developed. The forces that shape this evolution are complex, for they are rooted in changes in the nature of society, and they are beyond the control of those who would turn the clock back.

The evolution of the organized teaching profession has been slow but steady. From relatively docile and poorly educated predecessors (caretakers dispensing unimaginative rote learning through force and punishment) have evolved the highly educated, restless, and imaginative teachers of today. This evolution has gradually brought with it growing respect for the rights of teachers as citizens and as employees.

Even more dramatic is the increase in awareness among teachers that they must achieve a much greater degree of control over the conditions under which they practice in order to permit the full use of their education and their talents. This means they will have a say in how policies are formulated and implemented. Enlightened school boards will welcome the debate through the equitable dialogue process known as collective bargaining. □

TEACHER ADVOCATE

College Governance and Collective Bargaining

For many years, the academic world has been the victim of an illusion—the illusion of an idyllic age when the faculty governed the university through an Academic Council or Senate and the departmental structure, with the individual professor negotiating his own salary privately with his department chairman or dean—while the AAUP looked benignly on as a kind of friendly umpire to see that everyone observed the Marquess of Queensbury's rules (otherwise known as Academic Freedom-and-Tenure).

That academic utopia—if it ever really existed—has disappeared like the lost continent of Atlantis, leaving behind only a tantalizing legend.

Many factors have contributed to the passing of the old order, but perhaps the most important have been the tremendous expansion of our colleges and universities during the past 25 to 30 years and the managerial revolution which has accompanied it.

In all areas of American life, the last three decades have witnessed the triumph of organization and bureaucracy, and our colleges and universities are no exception. Nothing has affected the role and status of the college professor more than the emergence, within these vast organizations, of a new managerial class that exists solely to keep the organizational machine running.

This new class has gradually arrogated to itself all the real decision-making power. Decision making in our colleges and universities has imperceptibly drifted out of the hands of the faculty and into those of the managerial bureaucracy.

The traditional centers of faculty decision making (i.e., the various departments and the Academic Council or Senate) have been bypassed while the important decisions are made at the level of bureaucracy, which traditional faculty agencies are incapable of reaching effectively. The decisions left to faculty agencies are not, by and large, the ones that really matter. Furthermore, whenever the faculty clashes with the bureaucracy, the faculty is bound to lose, for it has no effective means of enforcing its judgment. In this way faculties have, during the past three decades, gradually lost any significant voice in the academic decision-making process.

Further, the new managerial class applies the principles of industrial management to the operation of our colleges and universities. This means that decisions affecting the life of the university as an academic community are not based on educational criteria, but on management criteria (such as planned program budgeting), because they are being made not by educators, but by managers.

Finally, the managerial bureaucracy views faculty as a group of employees like any other group of employees under the authority and direction of management. Faculties have been slow to recognize this (or at any rate to admit it even to themselves), preferring instead the illusion of the independent professional entrepreneur. It is time to cast aside the illusion and to face the *fact* that it is not possible, in the long run, to retain the status of independent professional entrepreneurs within an institutional framework that is organized and run according to the principles of industrial management.

Realistically we cannot expect a return to the simpler era of the decentralized, departmentalized university. How, then, can faculties hope to deal effectively with the power of this new managerial class in the megaversity?

Experience has shown that while a few persons may benefit from individual bargaining, overall faculty salaries are depressed by the process. (Research from the University of Wisconsin indicates that faculty

salaries should have risen higher and more rapidly than they actually did during the 1950's and 60's in relation to the funds then available. This lag is attributed to the widespread practice of individual bargaining.)

In a period like the present when inflation, combined with decreasing federal and state support, is putting a squeeze on college budgets, the individual bargaining on his own behalf is a pathetic figure. Furthermore, faculties must not delude themselves into thinking that the role of the departments in decision making can be very extensive. The fundamental decisions affecting budget, staffing, salaries, conditions of employment, educational programs, and priorities are now made at a level of bureaucracy well above that of the department.

As for the faculty Senate or Academic Council, it is no more able than the departments to reach the real centers of power and authority in the university and must deal with the power structure on a secondhand basis through its agents and messengers. The traditional Academic Council has no legal basis for its existence outside of the policies of the university and hence exists on the sufferance of the power structure.

Since the Academic Council has no effective machinery for the enforcement of its "decisions" when the governing board and administration are unwilling to accept them, its "actions" are little more than recommendations that can be ignored or rejected by the university power structure. Lacking an adequate financial base or source of outside resources and support, the Council is ultimately unable to require the power structure to deal seriously with its proposals.

In sum, the Academic Council or Senate is all too often a device by which faculties are given the appearance of democratic participation in the decision-making process without its substance.

No more effective today are these traditional methods employed by the American Association of University Professors:

- The proclamation of abstract principles of academic freedom and tenure
- The admonishment of university administrations to follow the procedures enunciated by the AAUP
- The public denunciation of universities that violate its principles
- The rating of universities according to the salaries they pay.

Industrial management is not susceptible to moral suasions. Its function is to get the most for the least—whether in selling a product or employing a staff. This is not a cynical statement; it is a fact of life.

The managerial bureaucracy is immune to pleas of humanity, decency, democracy, or academic freedom. It is equally immune to sanctions that are not backed by the power of enforcement. University management is well aware that the general public couldn't care less about what the AAUP (or any other organization) thinks of this or that university. They also know that, given the present condition of the job market, professional sanctions cannot hurt them.

As we have seen, traditional instruments for faculty involvement in academic decision making have all proven inadequate to cope with the centralized power structure of the modern university. We must, therefore, look elsewhere for an effective vehicle for faculty participation in the decision-making process.

Let us begin with the premise that centralized power can only be met by a balance of power at its own level. Obviously, faced with the power of the modern university and its managerial class, individuals must organize in order to counter this power with the collective power of their own organization.

If an effective faculty organization is the vehicle for faculty power, the instrument by which the power can be effectively utilized is collective bargaining. This is because authority is not shared between men who are inherently unequal. Only when men or groups of men deal with each other as equals is authority really shared. Those who possess power share authority only with others who possess power and know its uses. Governors, legislators, trustees, and college presidents are such men. They will share authority only with those who have the power and the means to make them share it. Collective bargaining is that means.

As Professor Donald Wollett of the University of California at Davis points out: "Collective bargaining is the *only* effective instrument by which faculties can achieve genuine shared authority, because it is that which makes the faculty—through its duly elected bargaining agent—equal under the law with the academic power structure. It is at the bargaining table—and only at the bargaining table—that they can achieve that equality."

What then is collective bargaining? It is a system of shared authority based on a process of bilateral decision making between two agents (e.g., the university and the faculty organization), utilizing legally established procedures for reaching mutual agreement. Thus, collective bargaining provides the basis for the first really effective instrument of faculty power and participation in the decision-making process, because for the first time, faculty is able—through its bargaining agent at the bargaining table—to come to grips with the real decision-making authority of the university.

The resulting written agreement or contract is a legal document enforceable at law. But it is more than that. The collective bargaining agreement establishes a code of governance for the university in which the policies and rules affecting the faculty are clearly defined. It also establishes procedures to regulate the relations between the faculty and the university administration—procedures designed to protect the rights of faculty members against arbitrary and capricious action and to resolve any conflicts that might arise between faculty and administration. In sum, the master agreement is the charter of institutional democracy.

—Donald Keck, associate director, Higher Education, NEA.

Mission Impossible

BROOKE WORKMAN, *English teacher, West High School, Iowa City, Iowa.*

□ **When I first arrived in Europe to teach in the Overseas Dependents School**, I had a sense of mission. I mean, I wasn't just going over there to travel; I wanted to teach. I had a kind of eagerness and optimism that was the product of considerable encouragement from students and colleagues.

And then I had my first run-in with M. Milton Hightower ("Old M & M's" as we later called him).

Mr. Hightower, who was area superintendent of a large number of elementary and secondary schools (including the high school where I would teach), officially greeted our group in his spacious offices. In fact, he singled me out for the first handshake.

"Welcome, son," he said. "This is a wonderful country. It's a wonderful place to serve *your* country."

"Thank you," I said, checking my shoes, which were in need of polish. As if sensing my discomfort, he put his arm around my shoulders.

A penguin-shaped man in his early sixties, Mr. Hightower had a kind of charm that fulfilled the definition of "distinguished." With his careful dress (PX-tailored suit with vest), florid cheeks, and squinting eyes that seemed to be holding a pince-nez, M. Milton Hightower was, if anything, senatorial.

"Where do you hail from, son?" he continued. "What do you teach?"

"I'm from Iowa and I teach English," I said.

The arm disappeared. The manner chilled.

"That's too bad, son." He shook his head meaningfully. While I wasn't sure *what* was too bad, I began to have visions of Marilyn, little Leslie, and me reboarding a plane headed for home.

"That's too bad," he repeated. "What we need is algebra teachers. We really need algebra teachers."

About a year later, as I was ensconced with my second fall semester of English classes, I was notified that Superintendent Hightower would be making his annual inspection within the next few weeks. Remembering my unsettling arrival, I was intent on the best possible classroom performance. Yet, with my usual confidence, I did not plan anything special; I didn't even tell my students of the impending visit.

When the Big Day arrived, I was leading my ten o'clock American literature juniors through the poetic labyrinths of Thomas Stearns Eliot. As we approached midpoint of both the class period and "The Hollow Men," the door was flung open and in marched M. Milton Hightower. Without so much as a nod, he shuffled to the back of the room, pausing briefly to

squint at my bulletin boards. The students—eyes right—followed Mr. Hightower's movement until he sat down in the far corner and began taking furious notes.

The class looked at me sympathetically, wise to the old army game of inspection. But I had a twofold sinking sensation. First of all, I had forgotten to take down those damn travel folders which trumpeted the delights of Paris, London, and Venice—not Eliot, Cummings, or Frost. I had been planning to redo this bulletin board with the lyrics of Protest Poetry. Secondly, the class had been struggling with Eliot with a lack of enthusiasm. If only I had chosen Dylan or even the Beatles. . . .

Sensing my discomfort or just eager to help out, the class released a flood of poetic adrenaline. They were pulling so hard for me that by the time we reached the last stanza, I felt like a Vegas dealer with a full house.

"What *really* gets me," said Betsey (who was turned sideways so Mr. Hightower could see how "got" she was), is that he is so modern. Way back then he could see things that are actually happening today."

"Like what?" I said, feeling the excitement.

"Well, like atomic radiation—that stuff that could destroy us maybe with a whimper and not a bang."

"Very good," I said. "And earlier Eliot mentions the beach where we might gather on that doomsday. Do those words—'the beach'—suggest anything?"

John Arnold nodded vigorously. "There's a novel with that title which is about how some world powers destroyed each other with A-bombs and the radiation floated around killing off the rest."

"Hey, pollution could do that too," shouted Erik with plenty of volume for Mr. Hightower, who was only two seats behind. "Yeah," the class murmured.

By the time the bell had rung, I was fully restored.

As the class rushed out, one of my allies stopped to say that she had really enjoyed the classroom discussion. Then she gave me a knowing look, as if she had some inside information that a certain contract was quite safe for another year.

When the room had emptied, M. Milton Hightower picked up his notes, stacked them neatly, and again walked over to the bulletin boards. He sighed deeply, then glanced across the room toward the window. Before I could suggest that he might be interested in seeing the materials for the projected display on Protest Poetry, he wheeled around and walked to the classroom door.

"Mr. Hightower," I said, "I want to thank . . ."

He stopped as if somebody had grabbed him by the collar from behind. Shaking off some mysterious force, he looked back at me quizzically.

"Son," he said, "this isn't an algebra class, is it?"

"No, sir," I said.

"God, we do need algebra teachers," he said. And then he shrugged and darted out into the hallway. □

This true story (with only the names changed) won second prize in the 1972 Today's Education Teachers' Writing Competition. Prize funds were supplied by the Reader's Digest Foundation.

IDEA EXCHANGE



I-Know Town

□ To inspire my kindergartners to learn their addresses and phone numbers and acquire other basic skills, I make a large "growing picture" at the beginning of the term and mount it on the board. We call it "I-Know Town." A color photo of a section of the picture appears above.

A rainbow spans the entire picture, and on it I write the name of each child who knows the colors. As soon as a child is able to give his address, I write his name on a brown construc-

tion-paper cookie and paste it on the gingerbread house that is in the center of the picture. The door of the house is a large chocolate bar, and a real gingerbread man, when available, is glued to the house to give it an air of authenticity.

On either side of the house is a telephone tree. When a child has learned his phone number, I write his name on a little red paper telephone and paste it on the tree. Every child who can tie a bow has his name printed on

a bow in the bow garden. The children who can write their names (without copying) do so on strips of white paper that form the fence pickets.

I print the names of the morning class in red; those of the afternoon class in blue or green. Seeing their names on display provides quite an incentive, and there is good healthy competition between the two groups.

—Sylvia Ackerman, kindergarten teacher, Grant School, Dumont, New Jersey.

A Service Project for Children

I believe in trying to foster thoughtfulness and consideration among children for members of their families and for other classmates. The following is one successful way I have found of accomplishing this.

In mid-December each year, I involve my children in a discussion about what a busy month December is for everyone—especially for parents, who not only have normal schedules to pursue but usually a host of additional activities. We explore this idea and then I ask, "Can you think of ways that you could help your parents at this time of year?"

As the children offer their thoughts, I write them on the board. Then I suggest that they spend several days thinking about and choosing specific service projects, and I encourage them to select tasks that they don't ordinarily perform.

Once the children have made their decisions, they write friendly letters to their parents telling them of the services they wish to extend over the holidays so that this time can be a happier one for everyone. The letters are stapled inside special construction paper folders on which the children draw Christmas or Hannukah designs and print their parents' names. Inside his folder, each child also staples a simple schedule of his duties for the entire holiday, which he can check off as he completes them.

The parents receive their folders at the beginning of the vacation. When school resumes, the children bring their schedules in to me with parental signatures and comments that invariably express genuine appreciation.

—Bernita Coffey, member, Intermediate Team, John F. Kennedy Elementary School, Norman, Oklahoma.

Fill the Snowman's Pocket

On cold snowy days, our favorite game is filling the snowman's pocket with snowballs. I divide the children into small groups, and each group chooses one classmate to be the snowman, who carries over his arm a bag labeled "The Snowman's Pocket."

Each child selects a snowball (a word to be unlocked) from a pile of snowballs (words). If a child sounds out his word correctly for the snowman, he gets to put it in the snowman's pocket. All the children want to sound out many words correctly so they can help fill the pockets.

Before we handle the snowballs, we pretend to put on gloves; at the close of the game, we pretend to take them off. When the snowmen remove the piles of words from their pockets, they pantomime emptying water from the bags, as though the snowballs had begun to melt in their pockets.

In a variation of the game, two groups of children start with two identical piles of words at the same time and race to see which group can be the first to deplete its supply of snowballs.

My children think these games (which can also be adapted for drill in arithmetic) are great fun and seem never to tire of them.

—Greta Smedley, first grade teacher, South Grade School, Phillipsburg, Kansas.

Space-Age Hearing Tests

In testing the hearing of kindergartners, I found that some of them were a bit wary of the earphones and the audiometer. Therefore, I decided to give the hearing test a space-age twist by using a swimming pool toy—a large inflated ring with a plastic rocket in the center.

Four children at a time can sit on

the inflated ring (the launch pad) and I sit at the audiometer (mission control). Wearing the earphones, the young "astronauts" receive their message from the control center, and I effortlessly get a reading on the acuteness of their hearing.

—Doris J. Ebling, school nurse, J. E. Fritz Elementary School, Lancaster, Pennsylvania.

FOR YOUR INFORMATION

Catharine Barrett, NEA President; Sam M. Lambert, Executive Secretary (on leave); Allan M. West, Acting Executive Secretary; John D. Sullivan, Director of Communications and Publisher of *Today's Education* (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000.

1973 Convention: June 30-July 6, Portland, OR.

American Education Week—October 21-27, 1973. Theme: Get Involved.

NEA membership, May 31, 1972: 1,166,203.

NEA officers and headquarters staff: *NEA Handbook*, pages 10, 382-384.

NEA resolutions: Write for free copy.

NEA units: *Handbook*, pages 109-161.

NEA departments, national affiliates, and associated organizations: *Handbook*, pages 163-189.

NEA memberships and annual dues: Active, \$25. Associate, \$25. Life or Associate Life, \$500 in one payment or \$55 a year for 10 consecutive years. Reserve, \$12.50. Retired, \$2. Survivor, single payment of \$25. Educational Secretary, \$10. Auxiliary Personnel, \$10. Student NEA, \$3.50 through Student NEA Chapters only.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP/CMOPE, 5 Chemin du Moulin, 1110 Morges, Vd. Switzerland. See *Handbook*, page 365.

Articles in *Today's Education* are the expressions of the writers and not statements of NEA policy unless set by resolution. Although advertising is screened, acceptance of the advertisement does not imply NEA endorsement of the product or of the views expressed. *Today's Education* is a member of the Educational Press Association and the Magazine Publishers Association. It is indexed in *Readers' Guide to Periodical Literature*, *Education Index*, and *Current Index to Journals in Education*.

ILLUSTRATION CREDITS

PP. 34, 35, 36: Joe DiDio; P. 43: NGS Photo of painting by Walter Weber, © 1945 National Geographic Society; P. 49: Carolyn Salisbury.

CHANGE OF ADDRESS

If you have moved recently and your present address label is wrong, or if you plan to move within the next five weeks, please notify the NEA promptly. Send your new address to NEA Membership Records, 1201 16th St., N.W., Washington, DC 20036. And please enclose your old mailing label to facilitate the record change.

LET'S BE CREATIVE: ART IS FOR THE BIRDS

This is one in a series of articles on creative art activities that elementary school teachers without special expertise can use with their pupils. The National Art Education Association, an NEA national affiliate, has cooperated in the preparation of this series.

Art is for the birds—and for people, especially children. Sometimes as many birds as children congregate around elementary schools. Birds build their nests behind school bells and drains attached to the sides of school buildings. And children troop to class proudly bearing abandoned birds' nests.

Because of this natural phenomenon, making mosaics for the birds to eat is bound to generate enthusiasm among children. When pupils have completed the project, they will peer wide-eyed from the classroom windows toward the schoolyard fence or a nearby tree to see if the birds are partaking of the feast. And the children won't mind discovering that dogs usually take their share of the goodies, too.

To begin the project, pupils can bring from home one or two handfuls

of whatever cereal, raisins, cracked corn, or sunflower seeds the family will allow. Working in, say, six groups, the class will need six large pieces of cardboard or poster board, crayons, four cups of flour, six containers for mixing flour paste, and pieces of string to hang the mosaics on fences or trees.

Since the children's mosaics will be for the birds to eat, pupils must use an edible paste of flour and water to fasten down their tidbits for the mosaic. (If the teacher is old enough to remember, he may wish to reminisce about the days when every child did not have a plastic bottle of glue and when scrapbooks were lumpy and bumpy because they were put together with flour and water paste.) Six students can mix the paste to a smooth consistency, being careful not to begin with too much water.

Weather allowing, the class can go outside to make their mosaics, thus eliminating clean-up problems. Working in their groups, the students draw their design on the cardboard with crayon. Then, using the flour paste to hold the bits and pieces on the cardboard, they make their mosaics of

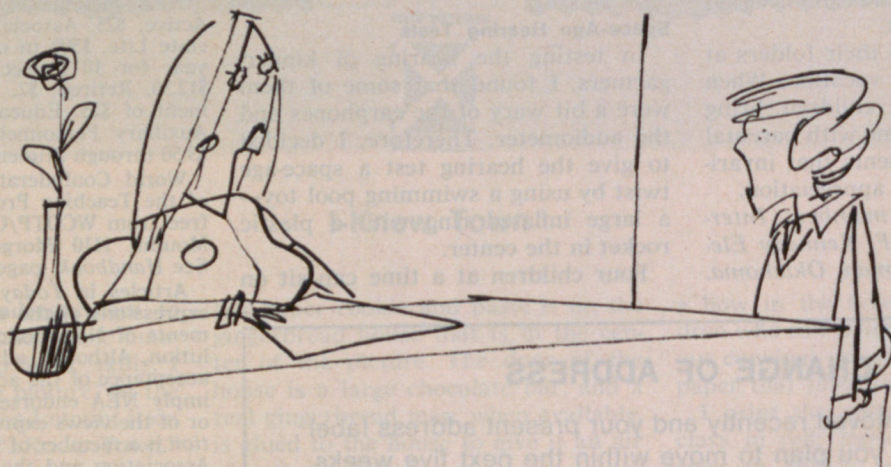
cereals and seeds. The children hang the finished products when dry.

Even though the end product of this lesson is not something to take home to Mother, the project is one that is enjoyable to children and introduces them to the principles of mosaics. The lesson could lead to extended work in mosaics in which students experiment with other materials, such as papers of different weights and textures.

Mosaics of mat-surface construction paper contrasted by occasional pieces of shiny foil make interesting pieces. Class trips, stories, or nature films about animals, fish, or butterflies, can inspire students with ideas for their mosaics.

The teacher might consider setting up a mosaic interest center equipped with paste, glue, scissors, colored papers, pencils, and backing paper (tagboard or poster board). Some students might make use of this area while others are working elsewhere in the room.

—**Barbara E. Ames**, elementary art consultant, Henrico County Schools, Richmond, Virginia.



David W. Harbaugh

"I didn't do my homework because it was preempted by a TV special."

OPERATION TURN ON . . .

(Continued from page 14)

says. They support the program verbally and by their attendance at OTO parent meetings, which are usually briefings about upcoming trips or discussions about past activities.

Parents, in fact, are the outspoken supporters of the program, for they see positive results in terms of their children's growing sense of responsibility and new interest in learning and setting goals for themselves.

One parent, a mother, made a statement which doesn't seem particularly surprising. However, to this family, the change in their boy was momentous. "My son smiles now!" the mother happily explained. "He never used to smile, but now he does."

In his talk with parents each year, Bob always stresses the point that the students must earn their own way. He is sure that part of the experience of growing up is to set goals and then work for their attainment.

"This means that the program is self-supporting. The kids earn money to cover most of the costs of our adventures. Car washes, cookie sales, raking leaves, and washing windows—we do anything to raise money," Gillette reports. "Parents do not have to spend money for our OTO activities."

The hardest lesson for parents to accept is that students are allowed to make mistakes. The only time the teacher steps into the picture is in the event that physical harm or impending financial disaster are foreseen.

"We've gone hungry because the students didn't plan correctly," Bob says with a smile. "But nobody can be injured because of an occasional empty stomach. I continually stress that the goal of the teacher is to teach that the teacher is not needed anymore. The same thing goes for the parent. It's a difficult concept for parents to understand—the fact that they gain lasting fulfillment by programming themselves right out of the picture."

What about the future? First, the OTO program will expand—now that funds are available for new experiences. Gillette stresses, however, that the earn-your-own-way philosophy will be retained with regard to student expenses and that almost any other high school could afford to set up a similar program because the costs have been so low thus far.

Next summer Gillette hopes to take a group of students on an exploration of Long Island Sound. Plans call for the students to travel in boats they will refurbish themselves. A recreational and educational summer program for students who live in the inner city of neighboring Bridgeport has proven most successful. Already Gillette is expanding his involvement in a community organization representing low-income, mainly Spanish-speaking students in cooperation with the Recreation Department of Bridgeport.

All told, 25 Gillette-sponsored projects are now under way, including:

- Communication skill programs for teachers, parents, and students
- Whole-person effectiveness training programs for the football team
- A creative music program that will draw together students from the two high schools in Fairfield and place them in a composing environment with professional composers
- A program that will adapt OTO principles to the study of German
- A new municipal government internship program for high school students in both Fairfield and Bridgeport
- Summer learning experiences for students who will then assist teachers and lead younger students in nature studies
- Bilingual program in Spanish for practical use.

Kenneth Petersen, the headmaster at Andrew Warde High School, and Vincent Strout, the assistant headmaster, are enthusiastic about the program. (Both men were Bob Gillette's teachers during his own high school days in Fairfield.) They have confidence in their staff and want their teachers to be fulfilled in their teaching duties. An atmosphere of experimentation with a rationale or purpose is evident in this 2,000-pupil school.

Mr. Gillette says it's great to work with teachers who are excited about the grant and its implications for their own teaching over the next three years. Ideas for programming stream forth constantly from fellow staff members. As Bob notes, "Our high school will never be the same." □

"TEACHING IS WHAT I WANT TO DO"

□ "I learned so much from being a teacher. I never realized that teachers learn from their students."

"Now that I know what it's like to be a teacher, I doubt if I'll ever make trouble for another one again."

These are typical student comments after a day spent on the other side of the desk, an experience made possible by a high school education course that blends practical preprofessional experiences and education theory. This one-semester, one-half credit elective for seniors interested in a career in education is the outgrowth of an intensive Future Teachers of America program at Clarkstown Senior High School in New City, New York.

Future teachers can find out what teaching is all about before deciding on an education major in college. The 19-unit course, called Fundamentals of Education, includes lesson planning, discipline, the history of education,

audiovisual media, and school law. Students read a wide variety of books and education publications and make their own teaching aids, such as flannel boards and transparencies. They also experiment with equipment such as the videotape recorder.

The class has had a variety of guest speakers, including the superintendent of schools, board of education members, speech therapists, administrators, classroom teachers, student teachers, and teachers from institutions for exceptional children. Experts in specialized areas are regular consultants for the class.

The entire school district is involved in the practical training aspect of the course in which the future teachers participate in field work for the whole school year. During study and lunch periods, they act as teacher assistants in the elementary schools.

In addition, each student has a co-

operating teacher and a class and may teach as many as 10 hours a week. Three times a year the future teachers also teach for a whole day at an elementary or junior high school. They make their lesson plans with the help of the cooperating teacher and prepare all their own teaching materials. After each teaching day, they receive formal observation reports, which are then used as learning devices in Fundamentals of Education.

One student summed up his feelings about the class, with these words: "This course really taught me what it's all about through experience. I found out that teaching isn't as easy as it seems. It requires much time, effort, and patience. But now I know that teaching is what I want to do."

—Sydel Winer, teacher of Fundamentals of Education and FTA adviser, Clarkstown Senior High School, New City, New York.

CLASSROOM INCIDENT

This is another in a Journal series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers and other consultants whose training and experience may enable them to contribute illuminating insights.

In my second year of teaching at a large regional high school, my enthusiasm still knew no bounds. I arrived at school early and stayed late and always toted work home with me in the evenings and on weekends.

One afternoon while I was working late, three juniors led by Mary Louise, the Drama Club president, burst into my room bubbling, "We've got the best news. Mary Louise has wangled 15 free tickets to *Macbeth* at the Middle Theater for this Friday night." After I had registered suitable enthusiasm, they went on to say, "We want you to take us. Don't refuse us—or we won't be able to go. The manager who gave us the tickets insisted we have a chaperon. Say you'll go."

Flattered, but a bit hesitant, I questioned the girls, who had been in my English class the previous year, about how they had gotten the tickets and how they had decided on who would be going to the play.

Mary Louise quickly rattled off the answers. "The manager of the Middle is a business associate of my dad's. And after I told him how much I love Shakespeare, he promised me free tickets to the next Shakespearean play featured at the theater. When he gave me 15 free ones—providing a teacher chaperoned the group—I immediately asked some kids from the Drama Club to go, and we decided that you *must* take us, since we loved how you taught *Macbeth* last year."

Happily I agreed to take the group, and we all enjoyed the production that Friday night.

About two weeks later, Miss Marble, a colleague I rarely saw and the adviser to the Drama Club, stopped me in the hall and announced coldly, "I think you might have had the courtesy to let me know you were taking a group to the theater. I usually help arrange theater trips—and I think the Drama Club depends on me to go with them." Then before I could say a word, she turned abruptly and

marched away.

When I asked Mary Louise and the others about the situation, they sheepishly admitted that in the past they had cleared all their theater trips with Miss Marble and that she usually accompanied them to the plays. But they said that she was so "stiff and old-fashioned" that they decided to bypass her and ask me to take them.

I blew up, letting the group know that I felt they had duped me. I wanted to write a note to Miss Marble, explaining the situation, but didn't know how I could without giving some hint of the students' feelings toward her and thereby hurting her feelings. In the end, I let the incident drop.

Miss Marble and the Drama Club group and I finished the year with less than cordial relations. Each time I look back on that incident I wish I had handled it differently. What should I have done?

Consultants' Comments

In many school systems, top priority is given to programs that foster better human relationships among all participants in the educative process. This incident underscores the importance of such programs.

The narrator describes the other teacher as "a colleague I rarely saw," yet apparently they were both English teachers. It is regrettable that they didn't have leaders who would have encouraged them to work together and reinforce one another.

If a purposeful effort had been under way to establish an open, cordial environment, the students might not have bypassed the older teacher. Or even if they had bypassed her, the older teacher might have used the situation to open up communications with her younger associate despite her hurt feelings. Also, the young teacher would not have forgotten to inquire whether the club's adviser knew about the outing.

Rather than blowing up after she became aware of the situation, the young teacher would have gone to the older teacher with some of the students and discussed the matter. It would have been better than the note she thought of writing, though that would have been better than doing

nothing.

—**Martin F. Russell**, supervisor of fine arts, Columbus, Ohio, public schools.

This second-year teacher had a perfect right to accompany the group to the theater—if the conditions which the girls gave for the trip had been correct. Since Mary Louise obtained the tickets from her father's business associate, the theater party was not officially connected with the Drama Club—except that she invited other Club members to go. The girl had every right to ask whomever she chose to chaperon the group.

If the situation was as the girls originally presented it, Miss Marble had no right to interfere. She might have felt hurt but she was wrong to criticize the young teacher. However, the young teacher reports that upon subsequent questioning the girls admitted that they usually cleared all theater trips with Miss Marble and that she usually accompanied them.

Here the situation is not clear. Did the girls obtain the tickets as the official Drama Club? If so, the girls were obligated to tell Miss Marble and ask her help in choosing who would go. In this case, the girls were wrong to overlook Miss Marble and to misrepresent the facts to the young teacher.

In either case, the situation occurred and feelings were ruffled. Ideally, the young teacher should have reported the incident to the principal and asked him to talk the matter over with her, Miss Marble, and the girls. Once Miss Marble learned that the other teacher was totally innocent of intentionally usurping the sponsor's authority, a good working relationship might have been reestablished between her and her colleague.

—**Ruby P. Herlong**, English teacher, Saluda (South Carolina) High School.

♦ Don't forget to send your questions dealing with problems in instruction and professional development to "Teacher Tie Line," Today's Education, 1201 16th St., N.W., Washington, DC 20036. It is expected that the proposed feature will start in the March 1973 issue.

New from Italy

The natural way to cook healthy delicious meals and save!

LA COTTA
HOT STONE GRILL
Large, 12" Diam.



**Only
\$9.95**

Now you can capture the authentic flavors of meats, fish, poultry, vegetables with nature's answer to healthful, tasteful, succulent meals. La Cotta absorbs the hard-to-digest fats and acids and disintegrates them. Your foods broil in their own natural juices. Their delightful natural flavors are suddenly wonderful to enjoy. They are naturally tenderized.

Stone, not earthenware is the secret. La Cotta's secret is Alpirocca, a blending of several kinds of nature's own volcanic rocks unique to the mountains of Northern Italy. Improving upon the centuries old tradition of Italian earthenware cookware Alpirocca is scientifically tested for healthful purity. As free from lead as the purest air you can breathe. The purity and porosity of stoneware draws acids and fats from your steaks, chops, fish, etc. . . . absorbs these elements which in metal

pans or plastic bags, would crystalize in your foods. Yet the fatty acids are not present in La Cotta the next time you use it.

Save calories, dollars too! Calories are cut down, too. You need no oils, fats, water, spices to prepare delicious meats in La Cotta. Basting and tenderizing is done naturally. Thus inexpensive cuts of meat are almost magically more tender and tasty when done the La Cotta Way. And there is no water to boil away the nutrients in your vegetables.

Save time on electric, gas range or barbecue! This product of Italian craftsmanship and culinary arts heats quickly to intense yet controlled temperatures which speed your cooking in one third the time while carefully guarding its taste and healthful purity. Use it with confidence indoors or out. Easy to clean with hot water. No soap necessary.

Try it at home — Free! The only way to appreciate La Cotta's magic is to taste foods you prepare quickly, easily with it. If you don't agree they're delightful, we'll refund your money promptly.

AMERICAN CONSUMER, Dept. TE-12
760 Summer St., Stamford, Conn. 06904

Please rush me _____ La Cotta @ \$9.95 each
plus 75¢ postage and handling.

I enclose ☐ check ☐ money order.

Conn. residents please add sales tax.

If I am not delighted, I may return La Cotta
within 10 days for full refund. Excluding postage
and handling.

Charge my Diners Club # _____

Name _____

Address _____

City _____ Apt. _____

State _____ Zip _____

INDIVIDUALIZED INSTRUCTION...

CONVERSION PAIRING PROGRAMS

ON DUPLICATING MASTERS

A new design and methodology for individualized one-to-one instruction. Make your own presentation as you usually do. The students who respond that day are your *Volunteers* (helpers). They are given copies of the duplicating master *Volunteer* page with structured instructions for helping their *Partners*, who need reinforcement of the concept. The *Partners* (learners) receive copies of the *Partner* response sheet (made from a duplicating master). The *Volunteers* reinforce their own learning and help their *Partners* learn on an individualized basis. Together they do the exercises on the *Partner* response sheet and then score themselves.

CONVERSION PAIRING enables you to reach a maximum number of learners the first time around. All CONVERSION PAIRING programs are correlated to basic curriculum.

To obtain one FREE sample lesson on duplicating masters for classroom trial, circle subject desired and underline whether for Intermediate or Advanced levels. Example: (SUBJECT) - 4,5,6 or 7,8,9. For each additional sample lesson, please send 25 cents. To order programs indicate grade level on line and enclose check.

Each program provides material for 400 students.
Cost - \$27 per program.

Each program contains:
50 Lessons - 100 Duplicating Masters

50 Volunteer Masters:	50 Partner Masters:
Teacher's Lesson Plan	Objectives & Directions
Structured Instructions	Applications and/or
Key & Answers	Exercises
Enrichment Activities	Enrichment Activities

Circle Subject	Underline for Sample	To Order
Reading Comprehension	4,5,6,7,8 & 9	_____
Vocabulary	4,5,6,7,8 & 9	_____
Mathematics	4,5,6,7,8 & 9	_____
Science	6,7,8 & 9	_____
Grammar	7,8 & 9	_____
Eng.-2nd Lang. Orientation	☐ Transitional ☐	_____
Word Perception I: Grapheme-Phoneme Analysis	☐	_____
Word Perception II: Structural Analysis	☐	_____

Name _____

Address _____

City _____ State _____ Zip _____

Total Order _____ We pay postage when full remittance accompanies orders to be shipped within the U.S.

Amount Enc. _____

VILLA PRESS Division of JACK E. DICKER INC.
62-11 99th Street • Rego Park, N.Y. 11374

HOWARD SUMMER TOURS

THE ORIGINAL STUDY TOUR IN THE PACIFIC
TEACHERS MAY QUALIFY FOR TAX DEDUCTIONS

HAWAII 30 DAYS \$499, plus \$16 tax

Earn upper division credits while enjoying summer in beautiful Hawaii with the nationally famous Howard Tours; 25th annual year. University of Hawaii or San Francisco State College. With us you "live" in Hawaii, not just see it—you personally enjoy the very best of island fun, not just read about it. Price includes jet roundtrip from West Coast, Waikiki hotel-apartment with daily maid service, and most diversified schedule of dinners, parties, shows, beach activities, sightseeing, cruises, cultural events, etc.

APPLY: HOWARD SUMMER SESSION TOURS
526 Grand Avenue; Oakland, Calif. 94610

THE LAW AND TEACHER RIGHTS: CORPORAL PUNISHMENT

□ Although it is illegal for public employees to beat convicted felons and murderers, military personnel, or inmates of state institutions, or for citizens to beat their wives or servants, it is still legal in most states in the United States to inflict corporal punishment on school children as a means of maintaining discipline.

Legislation in New Jersey and Massachusetts bans the practice of inflicting physical pain on students, and school systems in Washington, DC; Boston; Baltimore; New York; Pittsburgh; Chicago; Philadelphia; St. Paul; and San Francisco similarly forbid the practice. On the other hand, some 12 states specifically endorse the use of force. Among these, a few states exert some limits on the actual administration of corporal punishment. In Montana, for example, the principal must be present and the parent notified except in instances of "open and flagrant defiance of the teacher." Nevada law requires parental notification before or as soon as possible after the administration of corporal punishment. In Maryland, the legislature recently overruled the school board's ban with respect to most of the districts in the state.

The NEA Board of Directors in June adopted the report of the NEA Task Force on Corporal Punishment (see a later issue of *Today's Education*) and referred it to the Executive Committee and Board of Directors for implementation as feasible. The report recommends that corporal punishment and infliction of bodily pain be phased out during the 1972-73 school year, but does not, however, proscribe actions taken to restrain individuals or taken in self-defense or to protect other students.

The Task Force based its recommendation upon several aspects of the contemporary educational situation: that educators "abhor physical violence of persons toward each other," that "no teacher consciously wants to inflict pain, either physical or psychological, upon a young person," that "educators use corporal punishment almost exclusively where conditions for dealing with disruptions are so poor that the school staff has reached a point of total frustration," and that "teachers lack both opportunity and

support for needed in-service education and growth in identifying, developing, and practicing alternatives to the infliction of pain as a disciplinary technique."

Cases involving corporal punishment are now being scrutinized by federal courts. Students are charging that corporal punishment infringes on their right to be free from cruel and unusual punishment (Eighth Amendment) and their right not to be deprived of liberty without due process of law (Fourteenth Amendment).

To date, a federal district court in Tennessee has accepted the Eighth Amendment violation allegation of a high school student who suffered physical injuries and mental pain after a teacher jerked a chair out from under him for a minor infraction during a study hall. The court said that the student could recover damages. In Boston, in a case settled by consent decree the school committee banned corporal punishment for the duration of its 1970-71 term of office.

A federal appeals court, on the other hand, refused to overturn a lower court's refusal to "enjoin Dallas teachers and administrators from spanking students." The lower court said that no violations of students' constitutional rights were established during the court hearing. Similarly, a federal court in New Mexico dismissed the complaint of a student who sought to enjoin his school board from administering corporal punishment and to require the defendant school system to adopt a new policy regarding student discipline. The student, who received three blows with a paddle on



"Learning to be a good loser is part of education, too."

Land in a plane. Take off in a car.

The Euro-Drive Tour. Touch down in Germany aboard a Lufthansa 707 or 747. Pick out the VW of your choice at the factory. And then take off for an unforgettable tour of four to eight countries.

All of this comes to you for one low price.

Volkswagen. It's the only way to fly.

For details, fill in the blanks below.



Volkswagen of America, Tourist Delivery
Dept. T-3, Englewood Cliffs, N.J. 07632

Please send me your illustrated brochure and a price list.

Name _____

Address _____

City _____

State _____

Zip _____

his posterior, alleged violation of his rights guaranteed by the due process and equal protection clauses of the Fourteenth Amendment, the Eighth Amendment cruel and unusual punishment prohibition, and the First Amendment free expression rights.

Future court rulings regarding corporal punishment, NEA's legal experts indicate, may follow recent judicial decisions that mandate constitutional protection for students because they are "persons" under the Constitution. In 1967, the U.S. Supreme Court upheld the rights of alleged juvenile offenders to due process under the Fifth and Sixth Amendments. Since then some state and federal courts have ordered hearings for public school students faced with suspension or expulsion. A federal judge in New York, for example, declared that 678 students who were given no notice of the charges against them or a hearing prior to their "exclusion" from a city high school had been denied their rights of due process under the Fourteenth Amendment.

If punishments such as expulsion or suspension require a due process hearing prior to their imposition, it is not unreasonable to assume that corporal punishment may be found constitutionally impermissible.

The erosion of the *in loco parentis* concept of school authority signaled in these and other student rights cases, including those concerning student political activity and violations of dress codes, may well influence further court action on corporal punishment, the use of which is similarly grounded in the *in loco parentis* concept.

Until these constitutional issues are resolved by federal courts, the teacher who inflicts corporal punishment except in self-defense or to protect others may find himself subject to three kinds of legal actions, including criminal prosecution for assault and battery, civil action on behalf of the student for monetary damages, and dismissal actions by the school board.

♦ This is one in a series of articles on questions that relate to the emerging rights of teachers. The series is being presented by the staff of the DuShane Emergency Fund, Teacher Rights, NEA.

EUROPE

An unregimented trip stressing individual freedom. Low cost yet covers all the usual—plus places other tours miss. Unless the standard tour is a "must" for you, discover this unique tour before you go to Europe.

EUROPE SUMMER TOURS
255-A Sequoia Pasadena, California 91105

FREE 30 behavior modification medallions with each \$3.00 purchase of this
AMAZING sensational fifteen year research discovery explaining why students beg to be taught.
GUARANTEED to resolve most student's behavioral problems, improve grades and sportsmanship.
Cash in on bonus offer with each order.
MEDALLION, P.O. Box 602, Covington, Va. 24426

HAVE THAT VACATION

Exchanging homes has proven to be a safe, enjoyable and economical way to capitalize on vacations, sabbatical leaves, and research grants. "For free illustrated brochure, . . ." about this exciting and versatile concept in travel, write

Travelers' Exchange

Dept. T12 P.O. Box 40266, San Francisco, Cal. 94140



HUGE SAVINGS

on Elementary Grades Books and other teaching aids

Write for FREE listing Bulletin

AMERICAN BOOK DISCOUNT CTR.

P.O. Box 312 • Wayzata, Minn. 55391

**SEE NEW SERVICE
FOR TEACHERS**

OVERSEAS OPPORTUNITY SINGLE TEACHERS ONLY

For 1973-74 school year in Caracas, Venezuela U.S. type curriculum, able youngsters, good living conditions, salary and benefits.

Only unmarried teachers 24-45, from Continental U.S., with a bachelor's degree or better and two years teaching experience in the grade or subject can qualify.

Positions available: elementary K-6, junior high English, science, math, music, art, p.e. and library. Selected candidates will be interviewed in March.

Air mail inquiry to:

Dr. ROLAND M. ROTH, Superintendent
ESCUELA CAMPO ALEGRE
Apartado del Este 60382, Caracas, Venezuela

EUROPE BY CAR

45 ROCKEFELLER PLAZA, NEW YORK, N. Y. 10020
9000 SUNSET BLVD., LOS ANGELES, CALIF. 90069
SAVINGS ON CAR RENTAL • PURCHASE
FREE 72 pg CATALOG

TEACHING POSITIONS IN FOREIGN COUNTRIES

The 1973 Edition of *The Teachers Guide To Teaching Positions in Foreign Countries* contains up-to-date information about private and governmental organizations seeking teachers. General and personal requirements, kinds of schools and geographic areas served, and addresses for application forms are included. More than 100 pages of valuable information and addresses including a survey of foreign embassies! Over 20,000 copies in print since 1969.

Now is the time to plan for 1973-1974 overseas!!

For your copy, send \$2.00 to:

Teaching Positions in Foreign Countries
Dept. A-4, Box 514, Ames, Iowa 50010

Statement of Ownership, Management, and Circulation

(Act of August 12, 1970; Section 3685, Title 39,
United States Code)

1. Title of Publication: Today's Education • NEA Journal
(Journal of the National Education Association).

2. Date of filing: September 21, 1972.

3. Frequency of Issue: Monthly except June, July, and August.

4. Location of known office of publication: 1201 16th St., N.W.,
Washington, DC 20036.

5. Location of the headquarters or general business offices of
the publishers: 1201 16th St., N.W., Washington, DC 20036.

6. Names and Addresses of Publisher, Editor, and Executive
Editor:

Publisher: John D. Sullivan, 1201 16th St., N.W., Washington,
DC 20036.

Editor: Mildred Sandison Fenner, 1201 16th St., N.W., Wash-
ington, DC 20036.

Executive Editor: Walter A. Graves, 1201 16th St., N.W., Wash-
ington, DC 20036.

7. Owner (If owned by a corporation, its name and address
must be stated and also immediately thereunder the names and
addresses of stockholders owning or holding 1 percent or more
of total amount of stock. If not owned by a corporation, the
names and addresses of the individual owners must be given.
If owned by a partnership or other unincorporated firm, its
name and address, as well as that of each individual, must be
given.)

Name: National Education Association (Chartered by special
act of Congress—no stockholders).

Address: 1201 16th St., N.W., Washington, DC 20036.

8. Known bondholders, mortgagees, and other security hold-
ers owning or holding 1 percent or more of total amount of
bonds, mortgages, or other securities: None.

9. For optional completion by publishers mailing at the
regular rates (Section 132.121, Postal Service Manual): I hereby
request permission to mail the publication named in Item 1 at
the reduced postage rates presently authorized by 39 U.S.C.
3626. Mildred S. Fenner, editor.

10. For completion by nonprofit organizations authorized to
mail at special rates (Section 132.122, Postal Manual): The pur-
pose, function, and nonprofit status of this organization and
the exempt status for federal income tax purposes have not
changed during preceding 12 months.

11. Extent and nature of circulation:

Average No. Copies Each Issue During Preceding 12 Mos.	Actual No. of Copies of Single Issue Published Nearest to Filing Date
A. Total No. Copies Printed (Net Press Run)	
1,230,500	1,352,000
B. Paid Circulation	
1. Sales Through Dealers and Carriers, Street Vendors, and Counter Sales	
2. Mail Subscriptions	
1,220,639	1,344,023
C. Total Paid Circulation	
1,190,066	1,330,625
D. Free Distribution by Mail, Carrier, or Other Means	
1. Samples, complimentary, and other free copies	
30,573	13,398
2. Copies distributed to news agents, but not sold	
E. Total Distribution (Sum of C and D)	
1,220,639	1,344,023
F. Office Use, Leftover, Unaccounted, Spoiled After Printing	
9,861	7,977
G. Total (Sum of E & F—should equal Net Press Run shown in A)	
1,230,500	1,352,000

I certify that the statements made by me above are correct
and complete.

Mildred S. Fenner, editor.

Body Language (Continued from page 46)

that some students deceive the teacher through their nonverbal communication. For example, the activities of a third grade nonreader were taped. For 20 minutes she went through the motions of working during study time—sharpening her pencil, going to the waste-basket, taking books out of her desk, and so on, but she never actually read a single line. Until the teacher saw the videotape of these activities, she had believed the girl was "trying very hard and using her time properly."

Pupils acquire behavioral cues necessary to their role as students. They pretend they are listening, appear busy with their academic assignments, and nod their heads to "show" they understand teacher explanations and instructions. Students also learn what hand-raising strategies are in their best interests. They think, "I'll raise my hand on this answer that I know, then coast through the rest of the period" or "Harry has his hand up, and she's sure to call on him. So I can raise mine with no danger of being called on to answer."

Teachers are interested in nonverbal communication for many reasons. They realize that reading students' nonverbal cues is one key to understanding the individuality of students.

Teachers are learning to read students' nonverbal feedback and to respond appropriately. If a student misunderstands or fails to comprehend an idea, teachers are picking up the cues and putting the student at ease without putting him down.

Many teachers are talking less. They know that silence can be preferable to a stream of words, that a nonverbal response can reveal a more eloquent understanding than an oververbalization.

Teachers are coming to realize that the nonverbal is the persistent language of our real communication. □



"It's a hippie doll—you wind it up and it doesn't work."

WORLD FAMOUS MOLYBDENUM STEEL KNIVES OVER 100,000 SOLD AT \$19.98... SAVE \$10.00!

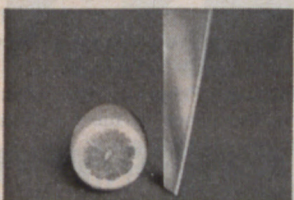
COMPLETE SET

Fantastic Price! Only \$9.98



Cuts See-Through Slices

Effortlessly slice, dice, bread, meats, cheese, vegetables to tissue-thin exactness.



Impervious To Rust, Pit, Tarnish

Chrome molybdenum steel stands up to lemons, even grapefruits, keeps its shining finish.



The Blade With Muscle

One of the toughest most costly metals known. Whizzes through Bones, Tendons, Cartilage, nothing seems to stop it.

MONEY BACK GUARANTEE

THE KNIFE is unconditionally guaranteed to be your sharpest, toughest, longest, lasting knives. Designed to last FOREVER. Guaranteed against manufacturer's defect, rusting, pitting, bending, staining. This will be the finest set of knives you've ever owned or return them and we will promptly replace or refund your full purchase price (postage and handling excluded), no questions asked.

GUARANTEED

Committed For Entire Factory Output Into 1973 To Bring You This Fantastic Price Offer On Top Quality Molybdenum Steel Knives

THROW AWAY YOUR OLD FASHIONED SHARPENERS... YOU'LL NEVER HAVE TO USE THEM AGAIN!

Throw away every idea you've ever had about cutlery. Now, out of space age technology and computer science comes the knife. A perfect marriage of Molybdenum chrome steel, one of the costliest, most durable metals known to man, and all the benefits of "kitchen engineering". You've never experienced knives like these. Thin, flexible, and feather-light, but with more muscle than those costly electric slicing machines.

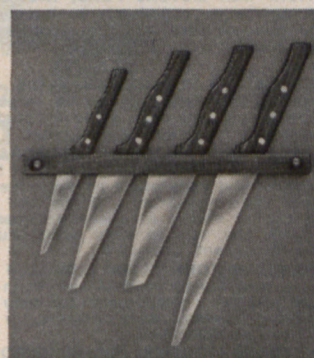
So Sharp - So Swift they chop a carrot in seconds, swiftly dice an onion (not your fingers) from end to end, carve even the toughest chuck into wafer thin slices, effortlessly. Produce maitre d' results to fish and fowl... every time!

Surgically Sharp They Almost Perform Without You

Chop Dice Mince Bone Pare Carve, like a master chef. So sharp you can hear the hiss as the razor sharp edge performs its work. So versatile you'll never use another knife again. Perform impossible tasks year after year... hot succulent turkey, freshly baked bread, spongy ripe tomatoes, even flaky pot roast can now be cut to perfection.

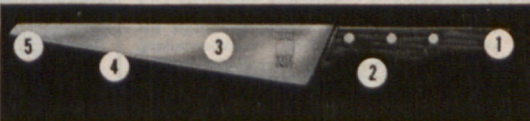
Designed To Perform Forever

Your old fashioned sharpeners are obsolete. The knife will hold its original razor keen edge forever. Precision crafted so they can not dull, rust, bend, pit, just can not lose their edge. Engineered for Versatility, Performance, and safety. Strikingly designed to enhance any kitchen decor... A gift you'll be proud to give, want to receive.



COMPLETE 4 PIECE SET ONLY \$9.98

8 1/2" parer, 11 1/4" utility
11 1/2" cleaver, 14 1/4" carver



Total Design and Engineering Breakthrough

- 1 Magnificent Rosewood Handles hand finished... impervious to oil, grease, perfect contour grip.
- 2 Solid Brass Rivets bond full tang blade permanently to handle.
- 3 Computer Forged secret of "forever" hardness consistent molecular structure from tip to end prevents blade breakdown, dull spots.
- 4 Razor Sharp - Stay Sharp scientifically tapered. Cuts so clean you can actually hear it hiss.
- 5 20th Century Geometric Design straight cutting edge, square safety tip, two unique "work edges" for delicate designs and hard to get at areas.

MAIL NO RISK COUPON TODAY

AMERICAN CONSUMER

Dept. KNS-28
760 Summer St., Stamford, Conn. 06904

Please rush me the set of 4 molybdenum steel knives @ \$9.98. (Please add \$1.00 to partially cover postage and handling). If I am not completely satisfied I may return them for full money back. (No C.O.D.'s).

I enclose ☐ check ☐ money order for \$ _____

Name _____

Address _____ Apt. _____

City _____ State _____ Zip _____

☐ Special Gift Offer — SAVE \$1. order 2 sets of knives for only \$18.96.

"The Gift of the year." Add \$1. postage.

Conn. Residents Add Sales Tax

FREE MATERIALS

The following materials are available free from various companies. To order, circle the number on the postage-paid QUICK-ACTION-REPLY card inside the back cover that corresponds with the materials. And send today!

TODAY'S EDUCATION QUICK-ACTION SERVICE

- BELL & HOWELL**, Audio Visual Division. **FREE LITERATURE**—Describing Bell & Howell audio visual instructional devices, including 16-mm movie projectors, 35mm filmstrip projectors, overhead projectors and Language Master™ Audio Visual Instructional Systems.
- BROOME AGENCY**. **AUTHORS**: Enter your adult novel (50,000 words or more) in 1972 contest. \$1,000 award. Book-length non-fiction, stories, articles also considered for marketing. Free appraisal; send return postage. Editorial services by arrangement.
- CAMPUS PRINTED PRODUCTS**. Raise funds for your school, PTA, church, and club selling personalized sweat shirts and T-shirts. Send for **FREE** kit that has everything needed to conduct a profitable fund-raising program.
- A.B. DICK COMPANY**. **LATENT IMAGE**—a patented process developed by A.B. Dick Co. that produces "invisible" duplicating/printing made readily visible with a special developer pen. The process, involving spirit duplicating, is widely adaptable to educational and training purposes. Circle reply card for free information.
- EDMUND SCIENTIFIC COMPANY**. New 1972 catalogue of science-math-general instructives. 164 pages crammed with hundreds of instructional devices, teaching aids, unusual bargains. Includes NDEA items, low-cost models, kits, science-fair materials for student participation and demonstration.
- EDUCATORS FUND MANAGEMENT CORPORATION**. **NEA MUTUAL FUND, INC.** offers the NEA member an opportunity for investment in a common stock fund with the objective of long-term growth of capital. The sales charge is only 2%.
- EDUCATORS PURCHASING GUIDE**. Write for details of complete data on all language arts materials and reference guide to producers of instructional materials and equipment.
- ERCA**. **SELF-TEACHING TUTORGRAM** helps develop concentration and learning habits in preschool and early grade children, the dyslexic and/or brain-injured child. Buzzer and light signals correct choice of answer to questions on language arts, science, math, social studies. For information, send reply card.
- ESSEX EDITORS**. **BLEND & BUILD**. I will send you a free illustrated brochure upon request. Learn how this phonics game can help you with beginning readers, early learners, or children with learning difficulties.
- EUROPE SUMMER TOURS**. **EUROPE**: Brochure describing tour which takes care of the travel necessities but is exceptional for the individual freedom it gives, for its extensive coverage, and for its reasonable prices.
- GENERAL LEARNING CORPORATION**. Free full-color catalogues of **JUDY** and **SIFO** educational aids, puzzles, games, and skills; building toys for ages 3-9.
- THE A. G. HALLDIN PUBLISHING COMPANY**. \$1,000 IN CASH FOR SCHOLARSHIPS. **FREE** samples and price lists on cost of printing your school newspaper, literary magazines, yearbooks, and association newsletter. No charge for pictures, no contracts.
- THE INSTRUCTO CORPORATION**. Spirit duplicating master books for teaching beginning

reading. Instructo Springboards to Reading and Reading Readiness activity books. Send for free catalogue.

14. KIMBERLY-CLARK CORPORATION. The Life Cycle Center is an information/education service for women which provides carefully researched current and authoritative material suitable for family life and health education. **FREE** information.

15. J. B. LIPPINCOTT COMPANY. Free idea book for studying other nations. Innovative ideas for social studies; simulation games, writing assignments, and others.

16. J. B. LIPPINCOTT COMPANY. Lippincott's new "SEARCH FOR UNDERSTANDING" series in 3 texts includes duplicating master tests. "LIFE SCIENCE," "PHYSICAL SCIENCE," and "EARTH SCIENCE" for grades 7-12 require no special lab equipment or teacher training. For information, send reply card.

17. J. B. LIPPINCOTT COMPANY. Lippincott's new Basic Spelling has 10 books, A-J, that bring together a variety of approaches to teach spelling, writing, and related language arts skills. Send for free brochure.

18. MASS MEDIA ASSOCIATES. **FREE** 50-page catalogue listing 16mm short films for Elementary Language Arts, Secondary English, and Social Studies.

19. MEXICAN NATIONAL TOURIST COUNCIL. **MEXICO**: Extraordinary vacations at budget prices. Send for **FREE** color brochure "Wonderful Mexico." Includes rates on hotels and transportation, and tips on how to see the most for the least money.

20. NEA PUBLISHING. **UNDERSTANDING INTERGROUP RELATIONS**. An action program for schools where people matter—regardless of their racial or ethnic background. A total multimedia approach. For free description of program, circle reply card.

21. NEA TRAVEL. **NEA Travel's Passport to the World**, Summer 1973, free, illustrated summer tour book containing day-by-day itineraries of tours all over the world and a listing of charter flights to Europe for transportation only.

22. REVERE COMPANY. Send for Revere Fund Raising Literature for your school, group, or organization.

23. ROBERT ROSCHE, INC. **Newscope**—a current events magazine published by Robert Rosche, Inc., **Newscope** is a weekly publication for the teacher to be used in oral quizzes on current events. It is available on three levels—elementary, secondary, and science. For more information, circle reply card.

24. TEACHING POSITIONS IN FOREIGN COUNTRIES. 100-page guide contains information about organizations seeking teachers. Includes requirements, geographic areas, addresses for application forms. Send for information about cost.

25. VILLA PRESS. **INDIVIDUALIZED INSTRUCTION CONVERSION PAIRING PROGRAMS ON DUPLICATING MASTERS**. To select sample for reply card, use one of the following initials before your name: R—Reading, V—Vocabulary, M—Mathematics, S—Science, G—Grammar, W—Word Perception, and T—English as a second language.

NEA-SPONSORED PROGRAMS

NEA Mutual Fund, Inc.—an open-end, diversified, common-stock fund with the objective of long-term capital growth. NEA members may invest in shares of the Fund at a 2 percent sales charge. (To obtain a prospectus, write to Educators Fund Management Corporation, 7900 Westpark Dr., McLean, VA 22101.)

Auto Leasing—a service which provides members with an economical way to drive a new car. (For information, write to Borg-Warner Leasing, 1651 Old Meadow Rd., McLean, VA 22101.)

Tax-Deferred Annuity—fixed and variable investment policies at a 4 percent load charge. (For a free prospectus, write to Tax-Deferred Annuity Program, P.O. Box 1088, Springfield, IL 62701.)

NEA Educational Travel—worldwide programs that provide educators with the highest quality group travel at low cost. Through college cosponsorship of certain tours, teachers, students, and administrators may earn academic credit. In-service credit may also be available. (For information, write to NEA Educational Travel, NEA Center.)

☐ **Accidental Death and Dismemberment Insurance**—a specially designed travel-accident insurance program that offers coverage wherever you are on a 24-hour-a-day basis for only \$19 a year.

☐ **Life Insurance Program**—four plans of group term insurance to meet individual member needs. Available are: Plan A, \$5,000; Plan B, \$12,000; Plan C, \$21,500; Plan C+, \$33,500.

☐ **Homeowners Insurance**—a home and personal property protection plan that offers fire and broader coverage at money-saving rates to renters or homeowners.

☐ **In-Hospital Income Plan**—coverage that provides dollar payments of \$20, \$40, \$60 per day of hospitalization regardless of other sources of compensation.

☐ **Discount Books**—a selection of nearly 300 books, including best sellers, classics, reference books, books for young readers, and the most popular titles from previous years' lists at a 25 percent discount.

For information about any of the last five programs described above, check the appropriate boxes and mail this coupon to:

**NEA Special Services—Rm. 915
1156 15th St., N.W.
Washington, DC 20005**

Name _____

Address _____

City _____ State _____ ZIP _____

BE PROFESSIONAL!

Keep up-to-date on new programs, new materials and services. Make it your habit to mail your postage-paid QUICK-ACTION-REPLY card each month. MAIL TODAY!



Rally drivers and computers take instructions from Julie Lovinger.

Speed doesn't decide the outcome of a rally. In order to win, a driver must be the most skillful — or the one whose navigator gives him the most accurate calculations and directions in following the route. Julie Lovinger, a research mathematician, is a rally driver's ideal navigator.

You see, every day Julie gives directions to computers on her job at the GM Research Laboratories in Warren, Michigan. And these kinds of directions debug programs, solve prob-



lems, or manipulate stored data. Julie designs programs for an interactive graphic system. In this system a number of conversational consoles (a TV screen plus type-

writer keyboard) serve as terminals for a large remote computer. Julie's programs enable the time-sharing computer to locate data and display information on the console. For example, a design engineer using the terminal may want to ask questions about stored data in order to solve a problem. The computer will answer the question using Julie's graphics programs. Her programs also direct the use of the

keyboard and "light pen" (an electronic pencil) in the designer's question and answer session with the computer.

Julie Lovinger is one of the team of GM computer - researchers that solve problems in areas such as design, safety, and automotive emissions. With the help of Julie, and other interesting GM people, more drivers will enjoy the benefits as quickly as possible.

General Motors
Interesting people doing interesting things.

NOTE: This advertising is being sponsored by General Motors in several youth publications. It is hoped that the subjects featured will serve to increase teenager interest in scientific studies and can be used, perhaps, to show how the things your students are learning are utilized in actual industrial activities. Reprints of this ad are available upon request. Simply write to General Motors, Advertising & Merchandising Section, P. O. Box 5446, Detroit, Michigan 48211.

NEA Travel Exclusively Presents



ORIENTAL HOLIDAY

17 Days — \$795

Tokyo - Hong Kong - Bangkok

Tour	Dates	Departure Cities
OH-1	June 27-July 13	from Philadelphia and St. Louis
OH-2	July 2-July 18	from New York and Detroit
OH-3	July 7-July 23	from New York and Columbus
OH-4	July 12-July 28	from Newark and Kansas City
OH-5	July 17-Aug. 2	from Philadelphia and Chicago
OH-6	July 22-Aug. 7	from Boston and Buffalo
OH-7	July 27-Aug. 12	from Miami and Atlanta
OH-8	Aug. 1-Aug. 17	from New York and Minneapolis
OH-9	Aug. 6-Aug. 22	from Baltimore and Chicago
OH-14	June 24-July 11	from Los Angeles
OH-15	July 8-July 25	from Los Angeles
OH-16	July 22-Aug. 8	from Los Angeles
OH-17	Aug. 5-Aug. 22	from Los Angeles

FEATURES INCLUDED IN TOUR PRICE:

- ★ 15 nights and 17 days, with 5 nights each in Tokyo, Hong Kong, and Bangkok. (OH-14 through OH-17 have an overnight and extra 18th day in Seoul, Korea.)
- ★ First class or deluxe hotel accommodations (with private bath and air conditioning) based on double occupancy
- ★ Round-trip transportation via TIA (Trans-International Airlines) new DC-10 jet (OH-1 through OH-9). Round-trip transportation via KAL (Korean Airlines) 747 jet (OH-14 through OH-17).
- ★ All sightseeing by deluxe, air-conditioned motor-coach
- ★ Full escort service throughout itinerary
- ★ All transfers
- ★ Baggage handling
- ★ Services of professional guides
- ★ Half-day city tour in Tokyo
- ★ Special home visit with educator in Tokyo for those interested
- ★ Complimentary cocktail party in Tokyo
- ★ New Territories tour in Hong Kong
- ★ Floating Market and Royal Barge tour in Bangkok
- ★ Meals, beverages, and stereo in flight. (Free movies in flight on OH-1 through OH-9.)
- ★ Local taxes and gratuities



LOCAL-STATE-NATIONAL
CO-SPONSORED

APPLICATION FOR RESERVATION

Mail to: Education Travel Division, NEA, 1201 16th St., N.W., Washington, D.C. 20036 with deposit of \$200 per person. Deposits will be applied toward full tour price with balance due six weeks prior to departure. (There is a \$15 cancellation fee on all tours.)

Eligibility: NEA members (who have belonged to NEA for at least six months prior to departure date of tour) and their immediate families (limited to spouse, dependent children above the junior year in high school, and parents of the member only living in the same household).

NAME(S) _____

ADDRESS _____
(street) (city) (state) (zip)

Deposit of \$ _____ is enclosed for _____ persons. Tour desired _____
(code no. and date)

Blank Page
Intentionally
Inserted by
GWU Special
Collections

Postage-paid ORDER CARD

To help you select
FREE materials

Make your selections from
the preceding page, then
simply circle the corre-
sponding numbers on this
convenient card.

Fill in your name, position,
school and *school address*.

Detach and mail. Postage
is paid.

TODAY'S EDUCATION

December, 1972

QUICK-ACTION reply card

1	11	21	31	41	51	61	71	81	91	101
2	12	22	32	42	52	62	72	82	92	102
3	13	23	33	43	53	63	73	83	93	103
4	14	24	34	44	54	64	74	84	94	104
5	15	25	35	45	55	65	75	85	95	105
6	16	26	36	46	56	66	76	86	96	106
7	17	27	37	47	57	67	77	87	97	107
8	18	28	38	48	58	68	78	88	98	108
9	19	29	39	49	59	69	79	89	99	109
10	20	30	40	50	60	70	80	90	100	110

The following information is required: Please check

- | | |
|--|---|
| a. ☐ TEACHER | g. ☐ principal or ass't., dep't. head |
| b. ☐ grades K-3 | h. ☐ superintendent or ass't. |
| c. ☐ grades 4-6 | i. ☐ librarian or media specialist |
| d. ☐ grades 7-9 | j. ☐ curriculum supervisor, AV director,
other adm. |
| e. ☐ grades 10-12 | k. ☐ business/purchasing |
| f. ☐ higher education | l. ☐ other |

Please print your name and address clearly

Name _____

School _____

School
Address _____

City _____ State
Prov. _____ Zip _____

Items are not available after February 28, 1973

FIRST CLASS
PERMIT NO. 217
CLINTON, IOWA

BUSINESS REPLY MAIL

No postage stamp necessary if mailed in the United States

postage will be paid by

TODAY'S EDUCATION

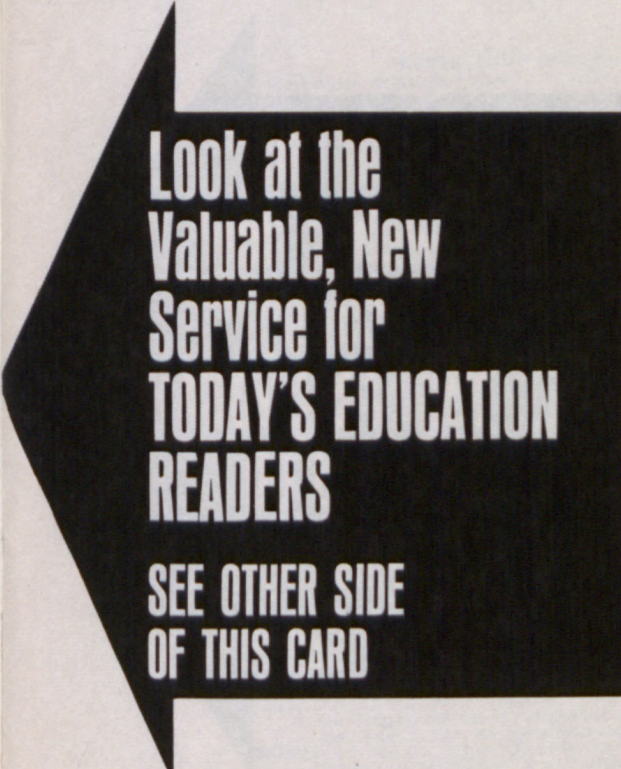
P. O. Box 2779

Clinton, Iowa 52732

Make it your habit to mail this
postage-paid **QUICK-ACTION
REPLY CARD** each month.

- *Be professional!*
- *Keep up-to-date . . .
on new teaching programs
new teaching materials
new teacher services*

SEND NOW!



**Look at the
Valuable, New
Service for
TODAY'S EDUCATION
READERS**

**SEE OTHER SIDE
OF THIS CARD**

**Look at the
Valuable, New
Service for
TODAY'S EDUCATION
READERS on
the other side
of this card!**